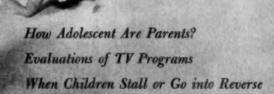
National Parent-Teacher

THE P. T. A. MAGAZINE

December 1959



Objects of the National Congress of Parents and Teachers



To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

COMING

NEXT MONTH

How To Behave When Children Misbehave KARL S. BERNHARDT

Work Habits Worth Having LYLE SPENCER

What Teen-agers Are Scared Of ERNEST G. OSBORNE

A Doctor Answers Questions About Arthritis DANIEL BERGSMA, M.D.

Evaluations of TV Programs
Motion Picture Previews
Keeping Pace with the P.T.A.
Other lively articles and features

TV for Children

From Jack Gould's Column in The New York Times

THE ACTION of the parent-teacher organization in taking a sustained look at the outpourings of TV should be welcomed. For some years the matter of programing for children, especially the younger tots, has constituted one of the more glaring shortcomings of the video industry. While the networks employ eager executives to supervise the sale of one-minute commercials in Lower Slobbovia, they still have not thought it necessary to entrust anyone with the responsibility of devising imaginative and literate programing for the younger generation.

If the National Parent-Teacher . . . can help persuade broadcasters that Tiny Tim's television horizon could extend beyond the returned box-top, then the national P.T.A. will have rendered a helpful service. At least it's worth the try.

By way of inaugurating the new service, . . . [The] editor of the National Parent-Teacher magazine, has dashed off a lively polemic on the general state of TV vis-à-vis the child, and come up with some tart observations that should send the newly formed Television Information Committee into executive session. . . .

When the National Congress announced its TV viewing project, some of the resultant editorial comment and newspaper cartoons depicted the P.T.A. as an incipient censor.

Mrs. Grant says—and altogether reasonably—that trying to apprise parents of what is attractive on TV and what is rubbish is a far cry from wielding a blue pencil or demanding that producers enter negotiations with a committee of self-appointed guardians of the school child's weal. . . .

As for the programs analyzed, the National Congress will encounter the inevitable difference of opinion that in itself is the best assurance that it never will be an obnoxious censor. . . .

National Parent-Teacher

P. T. A. MAGAZINE

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O H. Armstrong Roberts

THE PRESIDENT'S MESSAGE

EVEN AS HOLIDAY PLANS AND EXCITEMENT BEGIN, glittering as always with their immemorial white magic, more than two million men and women throughout the United States, many of them P.T.A. members, are doing significant preparatory work for the 1960 White House Conference on Children and Youth. From the reports now being compiled by governor-appointed committees in every state and territory, we shall have a sharp close-up of the conditions that foster or undermine the welfare of our young people. Especially revealing is the list of priority concerns submitted by each state.

It is not surprising that in forty-five states the prevention and treatment of juvenile delinquency tops the list of forty major areas of concern. Next is the emotionally disturbed child, noted by thirty-two states; third, the retarded child, mentioned by twenty-nine states; and listed in fourth place by twenty-five states is concern for the religious and spiritual life of children.

As the holiday season draws near, it is on this fourth concern that I would comment—not in its relation to juvenile delinquency or emotional disturbance (linked though they may be) but in its relation to the simple hunger of the human heart.

Ours is a time of imagination-defying scientific feats—of one breakthrough after another into the vastness of planetary space that has always dared us to penetrate its mystery. Thanks to the split atom we can now thrust heavy Sputniks and Luniks into orbit, and our children can look forward to manned space flights. We have discovered that the earth is slightly pear-shaped and have had blurred glimpses of a heretofore hidden side of the moon. Space stations are no longer a speculation but an approaching reality.

Nor are the practical peacetime uses of atomic energy less dazzling. Not tomorrow or the day after but still in the foreseeable future we may be able, through nuclear explosions, to move great quantities

Still the Hunger

Remains





of soil and rock at will. We may even be able, according to scientist Edward Teller, to do such impossible things as grow fish in the ocean, influence the weather, and get bituminous substances to yield oil—all of which will be of immense benefit to every nation on earth.

Still the hunger remains . . . the same hunger that has gnawed at man's heart since the beginning of recorded time—the hunger to come closer to the source and sanction of all creation and to give our children the spiritual uplift no rocket thrust, however mighty, can achieve.

Our is a society of affluence, of material comforts unknown to any other generation, to which millions of peoples in other lands aspire. Push a button and we have light. Pull a switch and we have power. Turn a dial and we tune in on places and people once as remote from us as the moon. There is no end to the pleasures we may pursue, to the machines that will liberate us from drudgery, to the leisure that awaits us.

Still the hunger remains . . . a hunger older than Noah: to live in a world where peace and justice are attained and superbly served, to the end that all mankind may enjoy the harvest of freedom.

Ours is a psychological age in which man's most deeply recessed thoughts have been probed by psychologists, psychiatrists, psychoanalysts. Even the unschooled speak of Sigmund Freud, his disciples and dissenters, with a familiarity that neither shocks nor fools anyone.

Still the hunger remains . . . to walk through the valley of life unafraid, unfettered by doubt, confusion, and disillusionment.

And this hunger will continue until we break the deadlock of spiritual apathy. It will go on until we give our spiritual needs the uncontested priority they deserve. It will never be abated until we reckon with the fact that all human affairs, large and small, are moral issues that have their roots in religious belief. Once we come to grips with this fact, we shall understand that no child must be deprived of an upbringing that instills in him not only a sense of right and wrong but a desire to do right and avoid wrong.

Surely the wellspring of such knowledge is the home. And if we ourselves do not instill in our children truths to live by, we have no right to point accusingly to the church and the school and say, "They are the ones who have failed." When the home fails to impart these truths to minds still pliable, still eager and outreaching, false and shoddy values rush in to fill the void. Lost without conviction of purpose, why wouldn't children be swayed and tossed by every wind of wrongdoing? However God is conceived and worshiped, his name and his design cannot be disregarded without bringing on a spiritual eclipse. This is the heart of the matter, and the matter for all hearts to consider.

To all our members a happy holiday. Since in this season there are no strangers in our midst, let's open our doors to those who are far from home and might be alone and lonely at this joyous time. Far more radiant than the lights of the Yuletide is the most generous gift of all—love of our fellow men. Is this not the gracious, ageless purpose of the holy days? Is this not the way to assuage the hunger that exists in every human heart?

Harlas. Parker

President, National Congress of Parents and Teachers

If we have been adolescent parents in the past, we needn't be in the future.

Where and why did we get stalled on the road to maturity? If without blame or bitterness we can examine the past that shaped us, the chances are we can get off dead center and move ahead.

WESTON LA BARRE Professor of Anthropology Duke University How



O A. Depaney

be defined as people who are twenty years behind the times. And in a certain sense this disparaging definition does have a deadly accuracy. For the parents of adolescents are adults whose personalities were, by and large, shaped in their own adolescence, at least twenty years before. They were molded by their parents' styles of child rearing and by events in the world outside, both of which are now historical. Hence there is an inevitable gap between what the parents expect of their children and what the children expect of themselves.

The family is, as it has always been, the laboratory of personality development. Yet in subtle ways the family itself changes in response to new conditions, new trends, world events. We have only to think of how wars and depressions affect the family as well as such social and economic changes as industrialization, urbanization, and—a more recent change—suburbanization.

Parents, however, do not change the future; youth does. Parents are busy trying to mold a world in accordance with ideals from their own past. And thus the family is the meeting ground of the two generations. Here the adolescence-shaped parent faces the adolescent, who has already had quite different experiences. Let me illustrate this point from our social history in the last century.

A World We Never Knew

Our Victorian grandparents were bred in a secure belief in constant and inevitable progress. They had no doubts about their role as parents and hence about the proper behavior of children. They had no misgivings about determining the lives of their children. But the social setting had already changed for those children, the next generation, sometimes called Edwardians.

The turn-of-the-century Edwardians revolted against Victorian smugness, rigidity, and repression, but they expressed their revolt indirectly in art and literature rather than directly in action. Typical of the bitter indictment of Victorian parents by their sons is Samuel Butler's *The Way of All Flesh*.

As parents, the Edwardians were unsure of themselves. While they suppressed their own seething rebellion, perhaps unconsciously they fostered it in their children, encouraging them to become the rebels they themselves would have wished to be. At any rate the sedate but unsure Edwardians, their uncertainties increased by the First World War, produced the wild generation of the Roaring Twenties.

But events—social, economic, political—were at work tempering the wild revolt and shaping the character of the new generation. After the world had presumably been made safe for democracy by the First World War, our generation witnessed the rise of

ADOLESCENT

Are Parents?

Communism, Fascism, and Hitlerism. The great depression further destroyed our faith in automatic progress. But it developed the sober and sincere social consciousness of the New Deal era. Then the Second World War engulfed us. Our faith in basic human decency, already reeling under Pearl Harbor and the horror of the Nazi concentration camps, was further shaken by the threat of the atomic bomb.

This is history painted with sweeping brush strokes, but personality and values are shaped by the large events of history as well as by the intimate parent-child relationship. My own experience may illustrate this.

My generation came of age during the depression, and I went away to college in September 1929—a significant date for all of us who are old enough to be the parents of adolescents. The depression made us a serious and cautious generation, with a keen sense of the value of a dollar. Most of us today feel insecure and slightly immoral if we do not have something stashed away in a bank account or two.

Now in this present prosperous era, through the pressure of two adolescent sons and other circumstances, my family finds itself owning four cars, though my wife is a social worker and I am a college professor. With our depression backgrounds my wife and I find this incredible. Yet while we regard ourselves as generous parents, our adolescents accuse us of being hopeless skinflints. Our attitudes toward money, toward security, toward the future were formed more than twenty years ago. And nothing makes a parent feel so outdated as his children.

Other ideas and attitudes of our generation took shape in that period too. Many parents thought it quite right then to accept a doctrine of almost unlimited permissiveness. Children were allowed to express themselves, especially their aggressive feelings, with great freedom and unrestraint. Some of our generation also thought morals were a relative matter. A common attitude was, "Who are we to say what's right and wrong? It depends on circumstances."

Bitter Fruit

And what have we garnered? According to some, our harvest is the morally shapeless, politically passive Beat Generation. But are we in any position to be surprised at what we ourselves have wrought? It serves a father right for once having been a son!

In justice to my generation and our children, I hasten to say that I have oversimplified and exaggerated somewhat. Again it is necessary to remember the impact of world events on the family. With fathers away at war, home life was disrupted. Children lacked the firm bounds to aggressive behavior that are usually set by fathers. Boys especially were affected, for a mother's relationship with her sons tends to be colored by her general feminine behavior toward males. Furthermore, fathers engaged in warfare were hardly examples of how life is lived under normal circumstances. We must remember that it is not only what we do as parents that influences children but also what we do as people.

What frightens and horrifies the parents of today's high school students is the untrammeled expression of raw aggression among some youth—the hair-raising exploits and murders of teen-age gangs. Delinquency is too complex a problem to explore here, but we can say that, in part at least, it is a product of our permissiveness as parents—our failure to set limits to children's expression of their aggressive feelings. It is the product, in part, of the mismanagement of our own lives, of the neglect and abdication of our duties as parents, of our own unsureness of our role and the proper bounds to set.

Here is a commonplace example of the kind of adolescent parental attitude I'm talking about: A mother stormed into the dean's office at a college recently, protesting the college's uniform language requirements. "You know Mary doesn't like French," she said, "so why do you make her take it?" Why indeed? Mary, according to her mother, should be

An article in the series "Days of Discovery," the study program on adolescence.

absolutely free to set her own college requirements, just as she had set her own standards of behavior—or misbehavior—in the family. The mother, having abdicated her own role as a responsible parent, was asking us to abdicate ours as responsible teachers.

Such is the delinquency of many modern parents. They refuse to accept the moral responsibility of parenthood—that is, to serve as adult models (and foils) for the growth of character in a new generation. And in admitting their uncertainty as adults, they often refer to the practice of democracy in the family. Yet democracy, a worthy goal, works best among equals. It is simply nonsense to pretend that children and adults are equals in wisdom and experience.

To maintain this pretense of equality, to preserve the myth of total family democracy, parents have to retreat more and more to the position of buddies to their children. But children don't want parents as buddies; they want adult parents, with good sense, justice, and conviction. Is it any wonder that our young people, without any models of grown-up, self-responsible adults to copy, fly about aimlessly like a flock of starlings, obeying the cues now of one bird, now of another? They yearn to discover an identity, but how is this possible when they have no individuals to guide them, only the homogenized, tyrannical group?

Having given up adult authority, parents expect the schools to take over their job. Now, schools exist primarily to pass on the intellectual heritage of the past, though today they have become infected by the same virus. Children themselves are in no position to know what they ought to learn and will need to know. Yet some would foolishly place on children the burden of intellectual choice in school, just as we do the burden of moral choice at home. A child-defined school, in which children decide what they want to learn, will end up with everybody sharing a systematic ignorance of everything.

Thus the family leaves its job to the school, and the school in turn necessarily leaves its job to the college. Hence colleges have to waste much of their time teaching elementary subjects like spelling, English grammar, languages, and mathematics that should have been mastered in high school or even grade school. We have passed the buck all along the line, up through graduate school.

We might well ask ourselves, Are there other ways in which our failures as parents are reflected in institutions? And we might well question some of our other attitudes that affect young people. What about our political apathy and irresponsibility? Is it not reflected in the social indifference, the passivity that we deplore in youth? What is the effect of our uneasy, fearful temporizing about the issue of atomic weapons?

When we were young we revolted-because we had firm parents against whom to revolt, parents with

standards that we could challenge. But our young people have nothing to revolt against. When we look at ourselves as parents and standard-bearers, should we be surprised that so many of today's adolescents are "rebels without a cause," beatniks who do not know what they are against, only that they are against it? Should we be surprised at the amount of pointless aggression and delinquency? At the number of young men who passively do their stint of military service without a thought of the reasons underlying this grim necessity?

Measures of Maturity

Just how adolescent are we as parents? How much do we still operate in the framework of our own adolescence? To find out, we shall have to take a long, hard look at ourselves. An immature individual, psychiatrically, blames his parents for what he is. As we have seen, there are other influences that shape personality—social, economic, and political events; the ideas, standards, and values of our cultural and intellectual environment. But the person who blames his culture for what he is, is as immature as the one who blames his parents. As Jean Paul Sartre says, "After a certain age a man is responsible for his own face."

The mature adult, then, is one who can take stock of where he has arrived, perhaps review how he got there, and then say, "The past is past. It is not a matter for blame but something to build on. What I am henceforth is my responsibility."

Responsibility is the hallmark of the mature adult. He must make judgments, in fear and trembling perhaps, but he must nevertheless take responsibility for making daily, though fallible, judgments. Our generation, product of wars and depression, may not have been too well supplied with security, but if we are to act as mature people, we cannot blame either our parents or the times. We are not without ideals and values, but we need to clarify them and assert them with courage and confidence. We need to take what character and what experience we have and use it responsibly, authoritatively. I submit that it is better for a son to resent his father a little, and even be slightly fearful of him, than for the son to become a teen-age delinquent. Our generation has learned, to its cost, that passively permitting children to express all their aggression does not produce a world we want to live in.

The mature parent is one who neither savagely rejects nor thoughtlessly imitates the child-rearing practices of his parents. He can calmly and objectively appraise his own upbringing to see how much influence, good or bad, it has had on his conduct as a parent. The adolescent parent may abdicate his role as standard-maker and throw upon immature children the mature burden of rearing themselves. The mature parent takes full responsibility for setting standards and controls.

A Tale of Two
Christmas
Books

A. L. CRABB

WE WERE A READING FAMILY, and the supply was usually quite far behind the demand. Nor was either the supply or the demand very well organized. We learned early to grind whatever reading grist came to our mill. Some of the choices weren't good at all; some had the mark of permanency stamped upon them.

When I was eleven years old my Christmas present was a copy of *The Scottish Chiefs* by Jane Porter. I do not know why my father chose it for me—perhaps because the title was so convincingly Scottish. I had never heard of the book, but I had heard so much about Scotland and the Scottish people that I was ready for the story.

I fell to reading it not a minute after it was handed to me. That night I was still reading it, and so had to be forced almost physically to go to bed. The next morning I was up early and at it again. Before the book had been in the house thirty-six hours I had finished it, and there is no thinness about that book.

It was for me a most exciting story. Its pages were no stranger to violence and death, but gripping and endearing too. There were many words I did not understand. When they were not important enough to obscure the meaning, I just skipped them and kept going. When I needed help my parents came to the rescue. On my birthday, a month from then, they gave me a small dictionary, most usable in reading emergencies.

It may have been the accumulated Scot in me that responded so ardently to the life and death of Sir William Wallace of Ellerslie. Every boy needs to be, and generally is, a partisan of some of his ancestors' best qualities: courage, patriotism, loyalty, wisdom, skill.

Nothing is free in this costly world, not even freedom. We pay for the courage we have. Patriotism and loyalty are not bonuses. Sometimes they come at a tragic price, but they are worth it. We usually have all the freedom we are able to use, but the Wallaces of the world paid a frightening amount for my right to believe in and discover freedom.

My present the next Christmas was a copy of John Esten Cooke's Surry of Eagle's Nest. It was a partisan story, as was The Scottish Chiefs, but both books were on my side. At the time my ideals lacked maturity. They still do, but they were then and are now the best part of me. As such, they accepted the bloodshed in the two books as an inescapable phase of the ongoing of human right. I am today somewhat less emphatic in my use of the terms right and freedom and patriotism, but William Wallace and Stonewall Jackson were patriots. They were men of great ingenuity and courage. They paid with their lives for their beliefs; they still shine on my list of heroes.

No man has the right to a country, native or adopted, whose eyes do not shine with pride when he thinks of it as his home, in which he can live with his family; as his fields to till; as his altar at which to worship; as his neighborhood, to serve as a meeting place for his friends; as something to be paid for with his life if the demand comes. And what a boon is there!

A boon, yes, but a costly one. Give thought to the payment required of William Wallace, of Stonewall Jackson, of Abraham Lincoln. And before them a long lot of generations, now lost in the mists, paid with their lives for their right to set such examples for boys sitting scrounged down by the fire reading Christmas stories—starry-eyed boys with each separate hair standing on end, boys wholly oblivious to the holiday bustle about them. How precious are examples! That brightness which burned in my eyes on Christmas Day long ago under the spell of William Wallace, dying for his native Scotland, has not lost its radiance. It will never fade into ashes.

Gunpowder was not in use in Wallace's day. Then the lance, the sword, and the arrow were the weapons of the fray. There was no gun fired at the bloody Battle of Bannockburn. If William Wallace ever dreamed of a gun there is no record of it, though it is a matter of record that Roger Bacon, or whoever it was, had gunpowder ready by then. Those Spanish dons who came to the new country in the wake of Columbus brought guns with them. That was a long time after 1305, when William Wallace died of a heart seizure, as he would have willed, at the hour and on the scene of the execution that Edward planned for him.

Surry of Eagle's Nest is a louder tale than The Scottish Chiefs. A cannon can be heard farther than the shouting of soldiers. I am not aware that the absence of gunfire at the siege of Stirling Castle made it the less exciting. The twang of the crossbow was thrilling enough, and excellent preparation for the sounds of artillery at Gettysburg more than five hundred years later.

The Scottish Chiefs is the better story of the two. It ranges farther into the world and time. It is told with a glowing sensitivity to greatness. Some of its style is out of style; some of it will never be. Its passionate love of Scotland, its fierce loyalty, its warm and vivid response to the beauty of streams and lakes and heather-covered hillsides, its steadfastness to Robert Bruce and William Wallace are not of the stuff that fades. It is an echoing book, and it set its own echoes resounding permanently in the corridors of my childhood.

In Surry of Eagle's Nest I always hurried through the romantic scenes to those of battle. (Like you, I wished to believe what I read.) There are two pages in the book that I have never read without unusual emotional excitement. They describe the wounding of Stonewall Jackson at Chancellorsville. To me it remains almost pure drama, with all the appropriate ingredients. Night, a moon alternately showing through battle smoke and falling behind small, fleecy, drifting clouds; woods that seemed interminable; the vague, confused sounds of soldiers moving about—and all the time a whippoorwill sounding its haunting call over and over again.

I was tense from the battle by the time General Jackson came riding Old Sorrel along the plank road, then turned deeper into the woods. The whippoorwill ceased its cry for a moment, and only for a moment. A volley sounded, and Stonewall Jackson reeled in his saddle. Then the whippoorwill resumed its cry, now heavy with the overtones of death.

All this—and then something that still lifts the hair on my head. An officer is on his knees by the side of the General. With one accord all the men present experience the consciousness that other eyes are upon them. And there, within a dozen paces, standing in the shadow of a tree, is a man on a horse looking at them. They call sharply to him, but he speaks no word in reply. A long, long moment he sits there looking. Then he turns and rides slowly away.

The whippoorwill was still singing. For me the song of that bird carried the perfect assembling of the materials of suspense and illusion. Stonewall Jackson lying mortally wounded in the mottled moonlight; everything tinged with the eerie smoke of battle, the proximity of mortal enemies, the mystery of night, the presence of the unknown horseman, the melancholy cry of the whippoorwill—all these gave such immediacy and depth to an illusion as I have rarely experienced.

I learned later that John Esten Cooke told the story just as it had been told to him by his comrades who had been with Jackson. But that was assurance I didn't need. I knew that it had happened just that way from the moment I first read it.

I am now no patron of westerns. If I were twelve years old I probably would be. The years tend to make one finicky. (That is perhaps one reason we have years.) I accept the westerns as symbols of man's continuing struggle for home and freedom, as well as of the ultimate triumph of right.

But there are things about them I can't like. The flavor of Hollywood hangs too heavily about them. Their dialogue is not at all convincing. We know where they got the heroine the moment she shows up. There is an unforgivable waste of ammunition, itself discrediting to the marksmanship of alleged experts. There are too many barrooms, and they are shown with too much implied favor. The westerns could do so much more justice to the themes they carry.

Those were good Christmases that gave me William Wallace and Stonewall Jackson. They enabled me to adopt those two men as prime and enduring heroes. And Christmas is a most fitting season to choose heroes.

A. L. Crabb has been professor of education at George Peabody College for Teachers and editor of the college Journal. He is the author of many books, among them A Mockingbird Sang at Chickamauga.

What Did Dewey Do for Education?

PAUL J. MISNER, Superintendent of Schools, Glencoe, Illinois, and Chairman, National Congress Committee on School Education

OHN Dewey was born at Burlington, Vermont, in 1859. Throughout the United States, indeed throughout the world, the centennial year of his birth is being observed. It is appropriate that parents and teachers should reflect upon the lasting contributions made by this greatest of educational philosophers to past and future generations of children.

"If John Dewey hadn't existed, he would have had to be invented," James B. Conant once said. This observation assumes increased meaning and significance when Dewey's philosophy of education is viewed in relation to the problems with which the schools of the nation are currently

confronted.

The relationship of school and society was a pervasive concern in Dewey's educational philosophy. He held that education was the means of achieving ever more effectively the purposes, ideals, and aspirations of a democratic society. And he insisted that school curriculums be adapted to changing social needs and conditions.

Today John Dewey's views are reflected in the insistent public demand for changes and improvements in education to meet the needs of a changed and changing world. Schools are urged, for example, to give more attention to mathematics, science, and foreign languages, because our technological, interdependent world demands increasing numbers of persons highly trained in these fields.

In interpreting the responsibility of the school to society Dewey contended that a democratic society could not survive unless it provided equal opportunity for all children to develop their abilities to the fullest. His emphasis on the importance of the individual sounds strangely familiar in these times. In The Pursuit of Excellence, recently published by the Rockefeller Brothers Fund, the authors say, "From time to time one still hears arguments over quantity versus quality education. Behind such arguments is the assumption that a society can choose to educate a few people exceedingly well or to educate a great number of people somewhat less well, but that it cannot do both. But a modern society such as ours . . . has no choice but to do both. Our kind of society calls for the maximum development of individual potentialities at all levels."

Now in 1959, a hundred years after his birth, Dewey's views on the role of both the individual and the school in

society are receiving renewed attention.

In his writings Dewey stressed interest and effort as conditions essential to effective teaching and learning. Contrary to the charges of some critics he never advocated soft pedagogy or sugar-coating techniques. He viewed learning as an intellectual, problem-solving activity in which it was imperative that the learner be aware of the meaning and purpose of what he was expected to learn. He accepted conditioning as a suitable means of training animals. He rejected it as an appropriate means of educating human beings.

From various sources today come insistent demands that

the schools "get tough" and require more work of pupils. Standardized aptitude, achievement, and intelligence tests are widely used as a basis for classifying students and determining their educational programs and careers. Certainly schools have the responsibility to study pupils intensively and challenge them to the fullest extent of their individual abilities. But there is danger that in simply expecting more of students we may sacrifice quality for quantity. And there is danger that in placing too great reliance upon test results we will view the student as a statistic and an abstract intelligence rather than a human personality. In Dewey's thinking there are safeguards against both these errors.

Dewey was insistent that learning be conducted as a thoughtful, reflective, purposeful activity, not as mere memorizing and verbalizing. In emphasizing interest and effort he recognized that drive, desire, and motivation are more important conditions of effective learning than is measurable intelligence. Let us hope that Dewey's teachings are not forgotten as we seek to resolve the problem of quantity versus quality in the schools. There was never a time in history when the need for straight, rigorous, independent thinking was greater than now. There was never a time when the schools faced a greater challenge

to motivate all children to learn.

At present "Strengthening the Home, Source of Our Nation's Greatness" is the timely theme toward which the efforts of the National Congress of Parents and Teachers are being directed. John Dewey would have supported these efforts enthusiastically. Of all the community agencies concerned with the education of children and youth Dewey attached greatest importance to the home.

In My Pedagogic Creed he wrote: "The school should grow gradually out of the home life; it should take up and continue the activities with which the child is already familiar in the home. . . . The home is the form of social life in which the child has been nurtured and in connection with which he has had his moral training. It is the business of the school to deepen and extend his sense of

values bound up in his home life."

Philosophers, no doubt, will continue to disagree on interpretations of Dewey's philosophy and the value of his contributions to philosophical thought and inquiry. But philosophical controversies can be left to the philosophers. The value of Dewey's contributions to children and youth is real and substantial, and parents and teachers across the land can pay him no greater tribute than to reflect upon his teachings as they work together on problems that concern our homes and schools.

John Dewey spoke for the heart and social conscience of America today, and far into the future, when in 1899 he wrote: "What the best and wisest parent wants for his own child, that must the community want for all its children. Any other ideal for our schools is narrow and unlovely;

acted upon, it destroys our democracy."

SOCIAL SECURITY for



His social security number is 2: It stands for Mommy and Daddy. Long before he becomes a deduction-paying member of the working world, his parents can start for him a fund of faith in himself and others. With it he can feel secure now and in the years ahead.



O Patricia A. Cauchev. M.D.

C Elli Weiss

DOES THE ARM OF OUR GOVERNMENT really reach from the cradle to the grave? Not quite. Social security for preschoolers is established not by government decree but through the efforts and love of each child's parents.

The government actually has an easier task than do parents, because clear-cut regulations can cover economic needs rather impartially. But economic security is not enough for young children. A child's inner security grows through subtle interaction with different members of the family and through a gradual feeling of mastery over the little world he lives in.

Good Beginnings

How does it all start? As I write I glance at the array of pictures on my desk. Three of them especially suggest an answer to my question—those of a newborn baby, a child of perhaps eighteen months, and a little boy of about three, all with their mothers. The infant (in a painting done by de la Tour in 1620) is held by his mother, serene and beautiful but a bit bewildered by her new role. She in turn seems to be protected by an older woman who is shielding the light. In the psychological language of our day the picture says to me: This baby will grow and feel secure because he will feel trust in his mother, who seems sensitively ready to respond to

his needs. She, for her part, feels that she has someone mature to turn to if she needs support.

The second picture is quite different. It is not a painting but a photograph of a refugee child, in rags but beaming, happily reaching out to others from his mother's arms. In the last two decades we have had many occasions on which to observe how children react to disaster, and our observations point to the following conclusion: Though a child should be shielded, if possible, from physical danger and destruction, hasty separation from his mother is far more disturbing than sharing a difficult life with her. This holds true especially if the mother enjoys being a mother and gives of herself in spite of hardship or danger. Lincoln Steffens describes just such an experience in his autobiography:

When that shock [an earthquake] shook most San Franciscans out of their houses into the street, she ran upstairs to me and found me pitched out of bed upon the floor but otherwise unmoved. As she said with swimming eyes, I was "not killed, not hurt, and of course not crying; I was smiling, as always, good as gold."

My own interpretation of this performance is that it was an exhibit less of goodness than of wisdom. I knew that my mother would not abandon me, though the world rocked and the streets yawned. Nor is that remarkable. Every well-born baby is sure he can trust his mother.

My third picture brings us to a different period of childhood. The French painter Chardin shows a mother washing at a wooden laundry tub while her little son, sitting close by, enjoys the surplus suds and blows giant soap bubbles. Here we see the important first stage in a child's growing independence. He is no longer part of the physical existence of his mother, yet though experimenting with independ-

PRESCHOOLERS

ence he still wants to stay fairly close to her. The branching out toward others outside the family circle comes later.

These pictures show in a warm and realistic way how security develops. Essentially, it comes from having one's basic needs understood and met. Then the world and its people "feel good" to the infant; he knows he can trust them. This basic sense of trust develops in the first year and usually centers around the mother, the most stable figure in the young child's life. Often children not quite a year old get suddenly very distrustful if somebody other than Mother approaches them. Once they recognize her, they don't want a substitute. Even a loving grandmother is howlingly rejected.

This stage, fortunately, doesn't last long. It can be eased by games like peekaboo, in which Mother disappears playfully and soon reappears—to the great delight of the baby. In this way he learns that Mother's leaving is always followed by her return.

In the child's second year of life things start to change again. After having learned to walk and to get something for himself, he asserts his independence by flouting his mother's intentions. The angelic times are over. Mother has to learn to let go yet still give of herself fully when the independent explorer has overreached his own strength and may again need some baby comfort.

Father's role in building the child's security is as important as Mother's, though different. It is not his presence and care that matter so much but rather his ability to show his little youngsters that he approves of their efforts to grow up. But this reassurance also calls for loving skill. Too great expecta-

tions can make children very insecure. On the other hand, letting everything pass without comment or praise may make them feel worthless.

In the child's eyes his parents are people with magic powers. As James Agee says so beautifully, "They are my giants, my king and my queen, besides whom there are no others so wise or worthy or honorable or brave or beautiful in this world." Can any of us ever live up to such expectations? Luckily we don't have to. In fantasy the child invests us with these powers. His disappointment, when he learns that reality is quite different, is part of the process of growing up.

Trust Is a Must

Again I would like to borrow the words of a poet to tell you what a child feels when his trust in his parents, his protectors, is challenged. Here are some paragraphs from the autobiography of the Swiss poet, Carl Spitteler:

We were put to bed while the evening was still light, so I kept my eyes open. I happened to look out of the window—horror, what did I see! My parents sneaking out of the house, with their hats on, softly and silently so that we should not notice. "They wouldn't really!" I soothed my anxiety. But they actually wandered off into the distance, first across the road, then slowly, slowly they climbed up the grassy slope, thereby uncannily shrinking. Smaller and smaller they became, pitiful to look at. It made me quite sad. They finally stood as dwarves way up on the edge of the hill, sharply profiled against the sky.

Now, I consoled myself, the dwarves must turn, for obviously they cannot go further up, into the sky. Instead something heartbreaking happened; their feet began to sink into the ground, and then their knees. Piece by piece the earth swallowed them up, till only their heads remained. I sat up in my pillows and stared between hope and despair at the two beloved heads. When these, too, had been swallowed up, I sank back in inexpressible sorrow. Abandoned! I had no more parents! Neither father nor mother!

Sleep said: "What's that to me? Come, you are tired!" And when I woke up in the morning, O joy! both my parents were there again, even in their proper size.

Security develops if a child knows what to expect. Don't try to prevent his tears by sneaking out when you think he's asleep. Young Carl's vision of the earth swallowing his parents was much more frightening than to be told that they would be out for the evening. Tell even a child under two that you are leaving and will be back when he wakes up in the morning. Be sure to have the baby-sitter around to get acquainted with him before he goes to sleep. Don't let him awaken to find a person he has never seen before.

What about the child who is afraid to go out to play without his mother? Maybe neither he nor she

An article in the series "Right from the Start," the study program on the preschool child.

is certain that Johnny can stand up for himself. Or can it be that she feels hurt or humiliated if another youngster takes advantage of him? But she can help him more by inviting a few children into her own yard, and being around to see that they enjoy their play, than by watching anxiously lest Johnny be abused. The line between protection and overprotection can be quite fine, and Mother may have to be on guard not to cross it.

Some mothers forget that fast-moving groups may frighten a child who is sensitive to noise or to crowds. There are children, too, who move slowly into new social relationships. They look things over carefully and with great interest before letting go of themselves. These youngsters don't do well if pushed and may need an occasional steppingstone to help them reach their goal.

In general, two or three children at a time are about all a preschooler cares to be with—on his own initiative, at least. We might well consider this point when planning how many guests to invite to a birth-day party. If they are too numerous and persist in wanting to play with a cherished new toy, the birth-day child's joy may turn into tearful defense.

When he shies away from others, a child is showing us that he feels socially insecure. Being overly aggressive is the other side of the same coin. While Dick runs and hides when friends come to play, Kenny bullies everyone around. Even adults get angry at him—until they see the anxious, fearful look on his face after he has hit another child. (Many children strike first because they are afraid of getting hurt themselves.)

Here the setting of definite do's and don'ts may help. Kenny should know that his mother will protect him from getting hurt but that she will not allow him to kick her or another child viciously. Security thrives within clearly drawn boundaries. To set these boundaries, physical and emotional, is one of our major tasks in educating young children.

The World and the Self

Each child in the family will develop a feeling of security in a different way, because he lives in a different setting, emotionally. The oldest or the youngest, the only boy in a family of girls (or the other way around), twins—all will have to find their own solutions to their problems. The only child, for instance, often has fewer opportunities to test how he can get along without his parents. Yet because he has had so much of his mother's time he may feel very secure when entering school.

Security is never weatherproof, however. It is bound to crumble now and then. There may be some stress affecting the parents—a move to a new neighborhood or the birth of a baby. At such times children need an extra measure of reassurance.

To feel secure, a child not only has to experience

trust in those around him; he also has to gain a sense of mastery over his environment. The world that surrounds him can yield many satisfactions: enjoyment of touch, color, sound, or movement and the victorious feeling of "I did it all by myself."

It will be years before he acquires the technical skills of adults. Now he needs a chance to do simple jobs, so he can see how his own efforts are related to the work process and to the end product. All this takes time, of course. Whereas the adult hurries through his work, the child delights in repetition.

A Pair of Winners

Let me again refer to pictures on my desk-the two others that you saw at the beginning of my article.

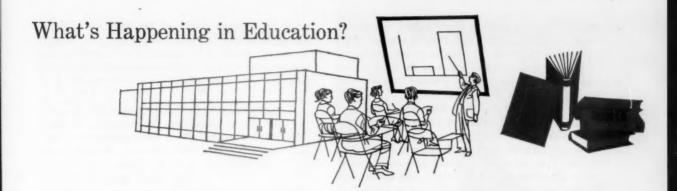
Look at little Jackie, who has just learned to climb. How uncertain he is, but how radiant about his daring exploit! A helping hand is close by, as a reminder of security, so Jackie can enjoy being bold. More than that, this feat has contributed greatly to his all-round growth. For a child has to feel safe in the use of his body before he can enjoy social give-and-take with other children.

Three-year-old Evelyn, in the other picture, is deeply concentrating on the job she is doing. Her security does not come from a home free of worries but from a mother who, though she works to support the child, has made good plans for Evelyn in a day-care center. Here the little girl gains confidence as she masters new skills—like cutting up vegetables for soup. She knows how to handle her blunt knife, and she feels big and confident in using it.

Just as a child needs steppingstones in his progress toward social relationships, so he needs tasks that he can do well alone. Mastery of his immediate environment is of special importance today because so many of the chores of yesterday are now pushbutton affairs. The satisfaction of being next to Mother, as she does her work, like the boy in Chardin's painting, is not so common as it used to be. But there are still many opportunities to "help Daddy and Mommy"—like mixing a cake or setting the table or raking leaves in the back yard.

Ours is a world that has outgrown its once accepted boundaries and expanded beyond the imagination of many of us. Sometimes our own feelings of security, as we contemplate the vastness around us, are shaken. Yet the young child's security has to be measured not in the dimensions of the space age but in what lies around him—his own home, his close family relationships. To build his security in this warm, familiar setting is the parent's rewarding task.

Emma N. Plank is director of child life and education at Cleveland Metropolitan Hospital and assistant professor of child development in the School of Medicine at Western Reserve University.



• Are we really falling behind the Russians in education? What do they do that we are not doing?

-M. K.

They spend more of their income on education: 10 to 15 per cent, compared with about 3.5 per cent that the United States spends—and groans as it does so.

When questioned about financial support, Moscow's superintendent of schools said, "The children have to be educated, don't they? The educational needs of boys and girls must be met. The money to do the job is always forthcoming."

These facts come from an official U.S. government report—Soviet Commitment to Education (Bulletin 1959, No. 16, U.S. Office of Education, seventy cents). It is the report of our official mission and well worth study by P.T.A.'s everywhere.

We think we stress education but listen to this: "We were struck by the zeal and enthusiasm which the people have for education. It is a kind of grand passion with them."

"After a week in the Soviet Union we realized that adult education, as we think of it in the United States, was so much a part of the normal life of the average Soviet citizen that it was impossible to define its boundaries."

Why is the U.S.S.R. outstripping us in the training of engineers and other professionals? Here is a cue:

"About 80 per cent of the 1,178,000 full-time students in institutions of higher education receive stipends. None of the students in these institutions pays tuition. The stipends of university students usually range from \$24 to \$74 but are higher in some fields. An additional 25 per cent is granted to students with grades of 'excellent' in all their courses."

What about the teachers?

"No occupation in Moscow rated above the teaching profession."

"Teachers' salaries were commensurate with doctors' but above lawyers'."

"A teacher receives a pension equal to 40 per cent of her salary after twenty-five years and may continue teaching, drawing both pension and regular salary."

Are the schools well equipped?

"In education they consider laboratory equipment and teaching aids as highly important. We were impressed with the abundance of equipment—charts, maps, three-dimensional teaching aids—and by the quality and quantity of laboratory and shop facilities."

What about the teaching of foreign languages?

"In the general school, children at eleven years of age begin the study of foreign language in grade five and from that point on continue through grade ten." The most widely taught language is English.

School health provisions:

"Each school employs a physician for three hours every day and a nurse full time."

Our commission also found practices lacking in merit. For example:

"Schools in the U.S.S.R. rely on oral examinations of a rather special type.... They do not use modern testing methods.... Soviet leaders have found it necessary to banish the concept of the I.Q. and with it all tests resembling intelligence tests. Examinations in Soviet schools are used mainly to audit achievements.... Soviet schools focus their attention on mastery of what they regard as the minimum essentials, but their examinations offer little incentive to study more than the minimum essentials."

Why not organize at least one P.T.A. session around a summary and discussion of the challenge of Soviet education? The U.S.S.R. relies on education to achieve its aim, "Reach and surpass America." Shall we let them?

• I know that Admiral Rickover strongly disapproves of our present school operations. Certainly we ought to listen to the man who produced the Navy's atomic submarines. What does he think we should do?

—R. K. M.

In this brief space I can give only a few high points.

"I have interviewed more than two thousand young men in the last twelve years," declares the admiral. "This experience made a deep impression on me. It led me directly to a study of why our educational system produces so few men who are qualified to do the work which we must do if we are to progress. Our schools are the greatest 'cultural lag' we have today."

How do they lag? Admiral Rickover claims that general education in secondary schools and colleges takes too much time; the quality is scandalously low.

"More than a third of the Russian students who have access to the ten-year school pass an examination at age seventeen which only a very few American high school graduates could pass at eighteen." He adds, "Only a rare and occasional graduate [of a U.S. high school] could successfully pass the customary European secondary-school-leaving examination.

"We have abandoned excellence," he says, "in order to keep every child in school till almost adulthood, regardless of whether he profits from school learning or not."

This is what Admiral Rickover would have us do: He wants us to establish demonstration high schools "to investigate what the top 15 to 20 per cent of our children could accomplish if they were placed in schools designed to fit their particular abilities.

"The principal purpose of those demonstration schools would be to show that a broad liberal arts education can be obtained, at least by academically inclined students, in about fourteen years." That's two years less than the present high school-college program.

To those who argue that this plan is undemocratic, Rickover replies, "One of the most absurd educational shibboleths is fear that grouping children by ability will create an elite."

He also asks for a national measuring stick by which high schools can be judged.

"We lack a national agency to set standards for school curricula and teacher qualifications. We have convinced ourselves that to hold local schools to national standards of excellence means federal tyranny. We do need federal aid for the schools, but everyone clings to the outworn shibboleth that nothing must ever be done by any federal agency to introduce honest labeling into education. . . . I proposed two years ago that we set up a private agency, a council of scholars, financed by our colleges and universities as a joint undertaking or perhaps by foundations. This council would set a national standard for the high school diploma as well as for the scholastic competence of teachers. High schools accepting this standard would receive council accreditation."

For a full exposition of the admiral's views look up his book, *Education and Freedom* by H. C. Rickover (Dutton, \$3.50).

• My neighbor and I have the same problem. We both have teen-agers who work after school. My son

works in a supermarket and her daughter baby-sits two or three times a week. Neither one does too well in school. Much as we admire their enterprise, we wonder whether we are right in encouraging them to combine work and school?

-A. D. R.

If you happened to read Life's roundup on working students you know these two teen-agers are doing "what comes naturally" to their generation. Study and work—what Mr. Khrushchev says Russia's youth needs—our boys and girls are already engaging in. Fifty per cent of all high school students between the ages of fourteen and eighteen work part time.

Before we point with pride, however, we shall do well to ask a few questions. Why not urge your high school to do what A. B. Davis High School did: find out the facts through a survey and then draft a policy?

The survey disclosed that 559 students (one in every three) worked. More juniors (231) than sophomores or seniors held jobs. (No doubt many sophomores were too young, and perhaps seniors found their studies too demanding.)

Sophomores worked five hours a week; juniors, twelve; seniors, fourteen. With baby-sitting listed as the chief occupation, one can guess that the sophomores chiefly "sat," while older students worked in stores and restaurants and service occupations. At least one student admitted that he worked a forty-hour week while going to school!

When you look closely at the various jobs listed, you see few that yield valuable experience beyond the development of good work habits—which are important. "Soda jerk," that hallowed post, was held by only three. Next after baby-sitting in popularity came "telephone answerer." "stock clerk," and "selling."

What conclusions did A. B. Davis High School officials reach when they looked at their survey?

- 1. It is evident that in our counseling of students we need to pay more attention to their out-of-school work loads and in some instances make determined efforts to get the pupils to limit their work to a reasonable number of hours per week. Some students are carrying altogether excessive work loads, in violation of the labor law.
- 2. While it is impossible to compute from the data given the total earnings of our pupils, it is evident that this total is a very substantial sum, and that many of our pupils are either contributing materially to the support of their families or have very adequate spending money. In our commercial classes and in our counseling it would seem desirable to impress upon the students who are working the importance of saving for further education or other worthwhile goals.

Certainly parents and students—especially students who plan to go to college—should weigh carefully how much of a work load can be carried without impairing scholarship. High school studies and college requirements get tougher every day.

-WILLIAM D. BOUTWELL

Plague Riddance

Just as in Biblical times, the plague of locusts is a frightening reality today in many regions of the world. In some sixty-five countries of the arid and semi-arid belts of Africa and Asia, and even in some parts of Europe, locusts every year do more than eighty-four million dollars' worth of damage to cash crops. When the sky grows dark with the oncoming swarms, hearts sink, for the imminent destruction of food crops means just one thing to the inhabitants: the lean hand of famine.

But international action is making headway against this terrible destroyer. Located in London, half a world away from the locust-infested areas, the Anti-Locust Research Centre is working to find out what conditions produce the swarms and to learn whether these conditions can be changed economically.

The Centre also operates a Desert Locust Information Service that receives news from all over the world about the wanderings of the pests and disseminates warnings to areas likely to be invaded. Normally these forecasts appear in the Service's monthly bulletins, but in emergencies cable or telephone is used. For example, the Service recently rang up an ambassador in London to inform him that locusts were heading for his native land from another country with which his homeland had no diplomatic relations. Locusts know no diplomatic immunities.

Framework for the Future

A good architect will be a better one if he knows how to build a house with his own hands, thinks Professor Brian Lewis of Melbourne University, Australia. The building course required of his second-year students in architecture at the university is said to be the first of its kind in any school of architecture. On a forty-acre uncleared site at a coastal holiday resort each class constructs a house, which will be rented later to provide funds for the continuance of the project. Among the first group of students who started clearing the site were three young women, who worked right alongside the men.

End of a Long Night

Before trappers and traders came to the Far North, the Eskimos did not know what illness was. Civilization brought them first tuberculosis and then syphilis. Head colds arrived each summer with the health patrol boats. Tooth decay started when the hunter's diet of meat began to be varied with sugar, honey, and lemonade obtained at the trading posts. Mortality increased; in the first years of this century the Eskimos were dying out as a people.

Now the Canadian government is trying to bring the Eskimos the benefits as well as the penalties of civilization. Before the white man came, half the children under three years of age died, mostly as a result of poor nutrition. At eighteen months, a child was abruptly taken off mother's milk and given a diet of frozen fish. Or his mother would chew up caribou meat and feed it to him, a practice that often led to autointoxication. Today there are twenty-two dispensaries in Eskimo territory, where nurses teach mothers to feed their babies and to follow elementary health rules for the family. Canned milk has lowered the infant mortality rate more than 60 per cent.

Eskimos can receive all the preventive services available to other Canadian citizens: vaccination, mother-and-child health supervision, tuberculosis case-finding, and dental care. If they have accidents or serious illnesses requiring special supplies or transportation to a hospital, aid is flown out from Ottawa by Royal Canadian Air Force pilots, often at great risk to their lives.

Because of the vast distances to be covered and the



severe weather conditions, health service for the Eskimos is extremely expensive. To put a cast on an Eskimo's broken leg costs seven thousand dollars. It is natural for the Canadian taxpayer to wonder sometimes whether it wouldn't be better to transport the eleven thousand Eskimos to more accessible terrain. Here is the answer given by Percy More, M.D., director of Indian and Northern Health Services in Canada, who has been an important factor in the rehabilitation of the Eskimos:

"The Far North was their country; we took it from them and, in doing so, we gave them disease. Isn't it right that we should try to give them back their health?"

Six of One, Half a Dozen of the Other

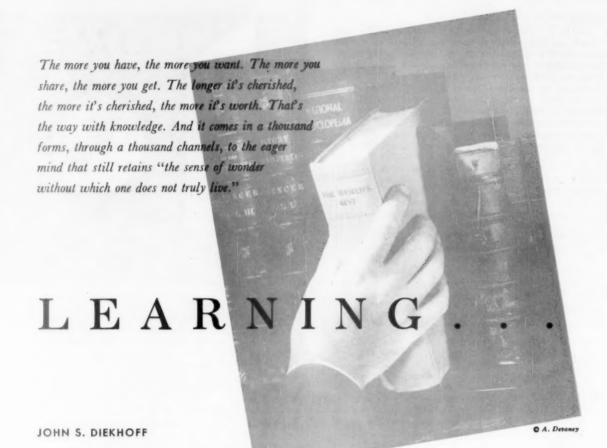
Committee achievement was a new and wonderful experience for the six Indians from the Pala Reservation in Southern California. Mostly the Indians had been accustomed to having decisions made for them by somebody else. But one day two years ago these six sat down with a team of six from the American Friends Service Committee to select a project that would help solve some of the Indians' problems. The greatest need, they decided, was for water in the homes. There was a sewer line on the reservation that had formerly been used in Indian Bureau buildings. It could be connected to individual homes.

Week-end work camps were set up, and college students came from all over to help. They started digging trenches and laying pipe while the Indian residents stood by and watched shyly or suspiciously. Gradually they began to join the workers. Soon women were serving evening meals.

As the Friends got better acquainted with their hosts, they found that the Indians wanted to take more responsibility. They wanted to learn to conduct meetings, speak in public, participate in community affairs. So the staff held a series of training classes where demonstration and role-playing were used to teach organizational skills. After a while the Pala folk organized a farm cooperative and prepared fifteen acres of land for planting.

Indian leaders soon began to receive and accept invitations to speak to non-Indian groups. Only two years after the committee first sat down together, the Pala people have learned that they grow in capacity to solve problems

as they learn to face them.



What has happened to you since your schooldays? Whether you left school last year or twenty-five years ago, you are not the same person. For we grow or we shrink. We lose interest in some things and gain interest in others. We cut old ties; we assume new responsibilities; we enter new relationships. Each new interest, each new relationship, each new responsibility—in the home, on the job, in the community—requires us to learn something new. What we learn is part of our growth. The interests we lose, the things we forget, the knowledge we leave unused are part of our shrinkage.

We always need new knowledge and new competence. We need it partly because we change, partly because the world's knowledge changes, and partly because the world changes.

Everyone knows how knowledge has advanced in his own field. The physician knows how the science of medicine has advanced, and all of us have some inkling of it—as we show in our glib talk about miracle drugs, for example, and in our consumption of tranquilizers. The psychologist and the sociologist know how our knowledge of human behavior has

changed, as grandmothers watching the strange new management of their grandchildren are aware. The engineer and the industrial chemist know the fabulous developments in their fields, and the rest of us are conscious of them from new gadgets in our homes, new machines in our offices and factories, new fabrics for our clothes and houses. The most spectacular example of new knowledge, of course, is in physics and its many applications. The world's knowledge has changed, indeed, and who among us has kept up?

Change Charts the Course

A few years ago a college graduate returned to his alma mater for a reunion and called on his old professor of economics. "Perhaps you would like to see what a final examination looks like these days," said the professor, handing one over.

The alumnus glanced through the examination and exclaimed in surprise, "But these are the same questions you asked me twenty years ago."

"No doubt they are," said the professor. "But we have changed the answers."

Indeed we have, and not only in economics. Some of the answers we have changed because we know better. But some have changed because the world is different. "What percentage of the population of the United States lives on farms?" "What percentage of this American people can read?" "What percentage are in school?" "What is the average family income?" "The average work week?" "The percentage of unemployed?" All these are perfectly legitimate factual questions that might have been asked in 1939 or 1959. But the answers would be very different. Do you know what they are today?*

For the world has changed. When I was in college there were still horses, although my father had a Chalmers—which was a make of automobile, by the way, not a breed of horse. Now the horse has been replaced by the automobile, and the automobile may

Your Brain Gets Better

Then the question is, Can we do it? It is a very puzzling thing that mature people should think they cannot learn as well as they could when they were young or as well as youngsters can. The adult would resent it if he were told he had less experience, less common sense, less curiosity, less interest, less ambition than he had at eighteen. These are qualities that help us learn. And yet we are inclined to think that we don't learn as easily as when we were eighteen. If we learned more at eighteen, I suspect it is because we had more to learn; great as our ignorance is, it was greater then.

During the war thirteen million men in this country learned to be men of arms. Most men over eighteen who went into the Army or the Navy had to learn new jobs, not always very closely related to

Perpetual Adventure

soon cease to be a popular means of transportation because there is too much traffic to go anywhere and no place to park if one gets there.

There have been more important changes than this. There has been a new world war, a new attempt at international cooperation through a new international organization. There are new sources of power, metals, synthetic materials. Automation is changing the structure of business and industry—everything that hasn't already been changed by simple mechanization. Even libraries are learning to "retrieve" information with a machine that reads and almost seems to think.

The trend toward urbanization has accelerated. You can't "keep 'em down on the farm after they've seen Paree" because all the jobs are in the cities. Even farming is a mechanized mass-production industry. By one constitutional amendment we have repealed the prohibition of my college days, and by another we have limited the lease on the White House to a maximum of eight years. The Supreme Court has issued decisions on duPont and on segregation in our schools. Madison Avenue plans TV political campaigns, and subliminal advertising happily has been barred from TV sets, which did not exist when I was in school. Indeed there is something for all of us to learn. There is no one for whom there is nothing to learn.

what they did in civilian life. An English teacher, for example, learned to be a military policeman. Thousands of men learned to speak strange foreign languages—sometimes a language they had never heard of before, such as Annamese or Hindustani.

If the fabulous job training and retraining of the armed forces is not enough to make the point, then let me appeal to the authority of the research psychologists. They say that for people of low intelligence the power to learn declines slightly as they grow older. "The dumber you are the dumber you get," one of them said. For people of normal intelligence, the power to learn stays almost constant until they are in their fifties or sixties, and then the decline is slight. For people of unusually high intelligence, the power to learn increases far into maturity. In other words, unless he is a moron or near it, a man has about as much power to learn at forty-five as when he was eighteen or younger. In some things he may learn a little more slowly, but speed of learning and power to learn are not the same.

Moreover, whenever we compare the learning ability of adults and of children, we have to base the comparison on what children can learn. Adults learn what children can learn at least as well as children do, often better and faster. But they can also learn things children can't. Let me take another example from the Army. During the war thousands of men were drafted who couldn't read or write. The Army required people to read as well as a third-grader does. But instead of rejecting illiterates, the Army set up

^{*}Latest figures show that 12 per cent of Americans live on farms; 97.3 per cent can read; and 26.2 per cent are in school. The average family income is \$5,087; the average work week, 41.8 hours. Unemployed persons make up 4.8 per cent of the labor force.

a special program to teach them to read and write. Thousands of men, starting from nothing, reached the third-grade reading level in twelve weeks. They also learned to dismantle and assemble a machine gun, which I would not undertake to teach a third-grader. And they learned many other things a child cannot learn.

The only real obstacle to learning for a normally intelligent adult is his conviction that he can't do it. This is clear from the nature of an adult, who has more sense, more experience, more judgment than he had as a child, and therefore more ability to learn. It is clear from psychological research and the experience of the armed forces and of job training in industry. It is also clear from the nature of knowledge.

Knowledge is a peculiar and paradoxical possession. We never have all we can hold; and the more we have, the more we have room for. We can share it and have more than we began with; and we begin to lose it if we do not share it. We can use it, and not use it up, but it begins to wear out if we do not use it. We can never have too much. "A little learning is a dangerous thing," says a famous line of verse. "And who among us has so much as to be out of danger?" Whitehead asks. Finally, knowledge is like wealth in material things: "Them as has, gits."

Knowledge-A Bottomless Cup

Before he has words, the infant has a good deal of experience. When he has words, not only does he begin to understand his experience; he can better communicate his wants and begin to learn from the experience of others. As his real and imaginary experience grows simultaneously with his mastery of language, he can better understand the experience of others, as well as the rules of the adult world, over which he tyrannizes and which strives to impose its tyranny on him. At some point he learns to read, and again he can broaden his experience by means of this new use of language. The more he reads, the more he can read. The mastery of language is perhaps the most obvious example of the cumulative effect of learning, but it is not unique. Everything we understand makes it easier to understand something else.

We can share our knowledge and have more than we began with; we begin to lose it if we do not share it. If you would like to find the gaps in your own understanding and fill them in, explain what you know best to someone who knows less. Even in the library we learn by sharing knowledge. Robert Hutchins and his colleagues have called the classics of our literature, philosophy, and science "The Great Conversation." This describes one way in which we may learn from books. They are conversations in which the great dead are among the participants. The reader learns as an eavesdropper, as it were.

But the reader learns more by taking part in conversation. He must perform some of the functions of

a discussion leader, but without too strict adherence to Robert's Rules of Order. He must bring the conversation back to the point at issue from time to time. He must examine the terms to see whether they are used with common meanings and common understanding. He must raise questions and seek answers from other participants in the conversation or provide them himself. He cannot instruct the great dead, but he cannot learn from them unless he questions them. And he must give them the respect that a discussion leader gives his group when he follows the precepts of a P.T.A. publication called New Hope for Audiences.

Learning, then, is not a passive thing, whether we learn from "The Great Conversation" or from the smaller conversations of our daily lives and our daily businesses. It requires judgment, prudence, and objectivity not characteristic of the young. For these reasons maturity is not an encumbrance or an obstacle to learning. For many kinds of learning it is a necessity.

I started by saying that the world changes, the world's knowledge changes, and people change. What is more, people control all these changes. Men change the world. They make enemies or friends. They build slums or clear them. They create crops or dustbowls.

Men change the world's knowledge. We may encourage its advance, or we may burn the books or leave them unread. Most directly of all, we can control the change in ourselves. It may be in the direction of growth or death; for these are opposites.

Love is a growing, or full, constant light; And his first minute, after noon, is night,

says a couplet by John Donne. So with learning. Not perhaps with the dramatic suddenness implied in Donne's lines, but nevertheless so. When we stop growing, we begin dying. When we choose to stop learning, we have chosen to die.

Changes in the world, changes in the world's knowledge, and changes in ourselves demand that we continue to learn. There are opportunities all around us. If we are alert, we cannot help learning from our daily lives and our daily associates.

Or we may seek help, and many of us do. Evening and extension divisions of our colleges, universities, and public schools; study groups in our churches and synagogues; our Great Books and World Politics discussion groups; our P.T.A. study-discussion groups; the library on the corner; the museum across the street from it—these are some of the means by which we seek to keep our minds alive. To use them well we need only know three things: that there is something for us to learn, that we never lose our capacity to learn, and that no one else can "learn" us.

John S. Diekhoff is dean of Cleveland College, Western Reserve University, and co-author of a new book Prologue to Teaching.

Why Santa Claus Chose the Reindeer*

E. H. LANE

THIS IS A STORY about the very first Christmas Eve that Santa Claus ever made his trip around the world. He was quite a young man, and he found it rather dreary at the North Pole, with nothing to do but slide down icebergs and play with the polar bears. One day some of the snow birds that come north for the summer told him about many children living in the rest of the world, who were sad because they had no toys. That gave Santa Claus an idea. He built a big workshop and called together the elves and brownies and fairies. All the year long, they worked together, making dolls and sleds and games and books.

The animals wanted to help. They, too, were Santa Claus' friends. He let them into the shop, but it just didn't work very well. The polar bears, who insisted on playing with the dolls, were so clumsy they were always dropping and breaking them. The seals would stand up on their tails and dance to the tunes of the music boxes. The arctic dogs just couldn't resist shaking up all the stuffed cats and bunnies. The reindeer suddenly became quite frivolous when they saw all the gay balloons. They tossed them into the air with their noses, but the balloons caught on their antlers and broke with a bang.

Santa Claus finally just had to put out the animals and lock the door. They stood in the snow, looked longingly into the windows, and felt hurt because Santa Claus didn't come out to play with them any more.

Finally, the toys were all completed. Santa Claus drew a long breath and sat down to rest, while all the elves and brownies and fairies curled up and went to sleep, they were so tired.

"Now," said Santa Claus, "the next question is how to get all these things to the children! Here are the toys and there is my sleigh waiting to take them, but who will pull it?"

"We will!" cried the polar bears.

"We will!" cried the reindeer.

"Oh, please let us!" exclaimed the seals.

"The idea!" cried the dogs. "The very idea of seals' drawing a sleigh! They're so slow they wouldn't get there for a year. We are the ones to do it."

This hurt the seals' feelings. They were very sensitive about being so slow on land. Santa Claus saw big tears rolling down from their eyes and dropping onto their flippers.

"Of course, the seals shall do it," he said. "What if they are a little slow? They'll get there all right."

He hitched the seals up to the sleigh, and away they went, flopping along over the ice. It was slow, but Santa Claus was very patient. When, however, they were about 15 degrees from the North Pole and Santa Claus told them to head for Alaska, one seal said:

"Oh, no! Let's go to Greenland first. I have a third cousin who lives in Greenland."

"I should say not!" said the second seal. "I've always heard that the fish in the waters of Australia are the most delicious in the world. We'll go to Australia first."

Each seal wanted to go in a different direction. Santa Claus tried to reason with them.

"The main thing is to get these gifts to the children. We can see every one of these countries in the end, if you will all pull together and follow my directions."

But the seals were very stubborn; and Santa Claus had to give up and go back to the North Pole.

"I'll let the dogs do it," he said to himself.

He hitched up the dogs and set out again. But before they had reached Alaska the dogs began to quarrel with each other.

"You've got to pull your share of the load or I won't pull mine," said the first dog.

"I am pulling my share. You're the one that's holding back," snarled the second dog.

"I think you're all leaving most of it to me!" whined another dog.

Santa Claus almost lost his patience.

"If you can't all forget yourselves and work together, we'll never get there," he said, and he took them back to the North Pole.

Both the reindeer and the polar bears wanted very much to help, but the reindeer, being always unselfish, gave in to the polar bears and off they went

to the polar bears, and off they went.

"Now we'll surely get there," said Santa Claus to himself, for the polar bears were always very good-natured and obliging. They trotted along merrily until they came down to the timber line.

"Oh, just wait a minute while I go and climb that tree!" said the first polar bear, and before Santa Claus could stop him, he was off.

"No! No!" shouted the second bear, "I want to explore

that cave.'

"Oh, dear!" exclaimed Santa Claus. "I had forgotten how curious bears always are. We'll never get this job done if they have to investigate everything they see."

The polar bears promised to be good. But every time they came to something new, they forgot all about the children and the toys and started to investigate.

Santa Claus was pretty discouraged when he had to turn back for the third time. As he finally set out with the reindeer harnessed to the sleigh, he wondered if he'd have to give up the whole thing.

Before they went far, the first reindeer said to the others, "Remember, we all want one thing more than anything else—to get these gifts to the children. So let's forget everything else we might like to do and all pull together until the job is done." And away they went like the wind.

The other animals were very cross. The seals went and banged their heads against an iceberg. The dogs crowded into a corner of the workshop and sulked. The polar bears spent their time teasing the brownies. They tickled the fairies and woke them up.

But because they forgot themselves and all pulled together, the reindeer carried Santa's sleigh safely and swiftly around the world. And that's why they have been doing it ever since.

Abridged from The Home Book of Christmas, edited by the late May Lamberton Becker; published in 1941 by Dodd, Mead.

TIME lelevision A Family Guide For Better Viewing

Evaluations of TV Programs

Cartoon

Bugs Bunny. Independent.

Every child will love the talking animals in the hollow tree, and easy-mannered Dick Coughlan makes a friendly host and puppeteer. Too bad there isn't more for this attractive cast to do. Mostly they recite commercials and engage in small talk to mark the short intervals between cartoons. True, such breaks are sorely needed to give the child viewers a chance to rest up, for-though there are exceptions-many of the cartoons are loud, violent, and cruel. Their humor is likely to depend on heartless practical jokes. They have little to do with childhood except insofar as they provide noise, commotion, and absurdity. Only one of the cartoon series depicts the frantic antics of the carrot-chomping Bugs ("What's up, Doc?"), whose name for some reason is given to the entire program. Perhaps it's a matter of historical interest, since most of the cartoons are ancient.

Why not cut down the cartoon clamor and spend more time on the puppets—on this and other puppet-and-cartoon shows? Puppetry is a real art form that can teach a child some of the principles of creative activity and perhaps encourage him to try an interesting hobby.

In its present form Bugs Bunny's most useful function is to keep children out from underfoot at an hour when Mother is busy in the kitchen.

Adventure

Outerspace Theater. ABC.

Deadening or deafening, take your choice. The first is Commander Coty, the second Flash Gordon, two halves of a program that also falls apart at many other points, less clearly indicated. There is quite a lot of difference between these two monstrosities. Coty has been more obviously touched by the Atomic Age than Flash. He pilots a spaceship that shows he has been looking at pictures of rockets in the newspapers. His and his associates' dress is a loving blend of attractive modern uniforms from all over, including the Wacs'. His exploits are based, without either poetry or understanding, on the more elementary principles of modern science. And his involvement in plots to foil the plots to steal secret plans for a dictator from another planet, etc., show that he has faithfully studied every space program on television.

Flash and his friends, on the other hand, still wear the garbled Greek and medieval costumes that identified space travelers in the days before space travel. His adventures on assorted planets aren't based on anything; they're just nightmares. Oh, there are concessions to modern convention in the form of a rocket ship and electronic tortures. But the days are gone when this sort of thing was acceptable science fiction. Now it seems more primitive than Grimm's fairy tales.

Flash Gordon has, however, its own distinctive characteristic: noise. If it's nothing else (and it isn't), it's a series of blasts, crashes, roars, uproars, buzzes, whizzes, sizzles, grindings, volleys, explosions, clangs, clanks, clashes, booms, and unidentified hullaballoos pieced out with gruesome glimpses of the interplanetary dictators and captive scientists who engineer all this bombilation. The noisemakers are, of course, space guns and other instruments of destruction with which, it would seem, the other-world men are plotting to shatter the eardrums of Earth. One is almost grateful for the commercials that,

every minute or so, descend upon the viewer to assure him that he can after all still hear the dull thud of the message from the sponsor.

It would be hard to make a choice between these rocket racketeers. Shall we consign them both to outer space? We can think of no severer punishment.

But no. We may have friends one day in those strange worlds. Why should we set up another sound barrier?

Westerns

Rifleman, ABC.

Western heroes have to have something to distinguish them from other western heroes. Bat Masterson has his cane and derby. Ben Cartwright (Bonanza) has his Bible quotations. Yancy Derringer has his habit of carrying his gun in his hat. In the trade they call such a trademark a "schtick."

Rifleman's schtick is his little son. The boy goes with him everywhere—to saloons dim with gunsmoke, to outlaws' lairs, to each day's bright new battleground in gulch or gutter. The father makes use of these business trips to carry on his son's education. For instance, he frequently points out the lesson, enforced by perilous experience, that kind and friendly people usually want to take your money or stick a knife in your back.

One senses the strong, silent bond between these two as they push past the rude streets and streetwalkers of the raw mining town—the parent sternly bent on advancing the cause of justice by firing, if not the first shot, then surely and decisively the last; the son burning with determination to grow up and be just like Daddy. You see the boy peering around the half-open door of the slaughterhouse (pardon, the saloon) as the smoke clears and the writhing limbs grow still. His father, in the meantime, stands silent and motionless, probably counting the bodies. In a moment the child will skip nimbly over the tumbled corpses, beaming with pride, to give Daddy a great big hug.

But mostly, even in the aftermath of battle, the child remembers that it is unmanly to make much show of affection. So as the doughty pair stalk away from the scene of carnage the boy is likely to give his father a comradely slap on the back and congratulate him with truly classical restraint: "That was quite a scrap, wasn't it, Dad?"

"Scrap" is right. And everybody knows where scraps belong.

Fury. NBC.

A western setting complete with outlaws and sheriff; a small boy and his rancher dad, valiantly upholding the cause of law and order; and a magnificent horse that gives the series its name—Fury is evidence that these elements can be shaped into a thing of artistry, human sympathy, and excitement. Father and son are unassuming people who lead a healthy life on a prosperous ranch. The criminals lurk not in sordid streets and disreputable hotels but in mountain and wilderness. To these hideouts they are pursued with a satisfying thud of horse's hoofs and the cooperation of all good citizens.

All the romance and danger of the Old West are here, but these acquire a new dignity because courage is linked with compassion, strength with strategy, and respect for law with respect for human beings. It isn't gunplay that decides the issue. Rather it may be gallant Fury, rearing to defend his young master with his dangerous hoofs; or the courage and quickness of the boy himself; or perhaps smoke signals sent out by a young Indian companion.

The episodes are admirably constructed. They do not

From

As We See It

An Editorial in "TV Guide"

Some of the brightest—and the fairest—television reviews being written these days appear in National Parent-Teacher, the monthly magazine of the parent-teacher association. Directed to parents, each evaluation is quite naturally based chiefly on the program's merits and deficiencies as entertainment for young viewers.

We were skeptical, last June, when the magazine announced it would evaluate television programs. "Americans are intelligent, cultured people, but you'd never guess it by watching television," the P.T.A. magazine editor announced. "We'll raise a rumpus about programs that take you on a voyage of violence or give you an undistilled hour of horror."

It was, to our minds, a completely negative approach, and we wondered whether the P.T.A. people would also praise intellectually stimulating programs and offer constructive suggestions as to what sort of programs they thought should be telecast.

The September and October issues of National Parent-Teacher allayed our skepticism. The evaluations do praise good shows and do offer constructive ideas. Indeed, so far the number of good reviews far outweighs the bad ones, but that may be because of the selection of shows evaluated in those issues.

In addition to the October reviews, there is a sort of obituary for Voice of Firestone, Wide Wide World, and Omnibus. In the article is an appeal to 12 million P.T.A. members and 750,000 teachers to "express their views" on the passing of these shows to station managers and sponsors. (Never scatter your shots, P.T.A. Tell 'em exactly whom to write.)

If the present attitude continues, and there's no reason why it shouldn't, the P.T.A. magazine could become a tremendously effective and healthy influence on television programing.

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gain and hold our interest by surprise and shock but, as drama should, by the steady development of a believable series of incidents to an absorbing climax. The dialogue is exceptionally skillful. Each theme is brought out clearly and naturally, yet without overstatement or mortising.

It would be a pity to dismiss this fine show as soon as you turn off the dial. Here is excellent material for family discussions of such timely and universal themes as friendship, loyalty, the care of animals, attitudes toward other cultures (the Indians), and the meaning of courage. A good question to start with: "Which would you rather be—the boy in Fury or the boy in Rifleman?" The answer may or may not be the right one, but it may tell you something you need to know about your child.

Gunsmoke. CBS.

A shot rings out, and Gunsmoke fills the air. Actually this western contains less shooting and dying than most. However, the dying is thorough. Violence apart, the show deals convincingly and often warmly with important human values and relationships. The scene is a small farming community of the Old West, peopled by ordinary, good-

hearted folk, whose decisions and dilemmas we can share. Our special esteem is won by the two law officers and Doc, staunch upholders of both justice and generosity.

This show offers real moral teaching as good drama can best provide it. The "good man" is impressive not because he is always successful but because he is always admirable. The reverse is true of the men of crime. Here are no dashing villains to snare us with their evil charm. When the inevitable outlaw turns up, he is an insignificant fellow, foredoomed to an ignominious as well as a painful end. In fact, so mechanical are some of these killers that they seem to have almost no moving parts except their trigger fingers. Hence there is little danger of their engendering a perverted admiration.

Still, it's a western, and where there is gunsmoke there must be gunfire. Fortunately the slaughter is usually concentrated in a few blood-bathed minutes at the end. This is because Gunsmoke is an adult western. Only children can sit through vice and violence for a full half hour.

Comedy

22

My Little Margie. ABC. The Gale Storm Show. ABC.

These two lighthearted comedies offer the frothiest entertainment for an idle half hour. The plots are simple and similar. A pretty young heroine, trying to do a good deed or extricate a male from trouble (her widowed father in My Little Margie; her employer, captain of a luxury ocean liner, in The Gale Storm Show), manages to compound troubles or complicate the original problem. The tangled knot of comic errors and mistaken identities is happily and swiftly cut a second before the program is over.

Horseplay and slapstick, usually inoffensive, abound. The dialogue is cheerfully commonplace. A ripple of wit can occasionally be detected in *The Gale Storm Show*. The leading characters are amiable, attractive people, who rate higher in good will than good sense. If the male leads have an overabundance of appealing small-boy traits, lay it to the fact that the programs are on when men are not likely to be looking. If they were watching, it is unlikely that seeing males play the fool would be a mirth-making matter to them.

Gale Storm, the heroine in both shows, is a gay breeze who can ruffle the calmest waters into temporary turmoil. But there is no need to hoist hurricane signals even for the youngest members of the family. This is innocent nonsense. The horseplay, which rarely gets rough or tough, may tickle your toddler. But don't count on this skimpy fare to amuse his older brothers and sisters.

Bright Prospect

Thinking Things Out. Independent. A discussion show. The moderator is Mrs. Franklin D. Roosevelt; the discussants, foreign students in the United States.

Dupont Show of the Month. CBS. Dramas based on stories by Dickens, Sinclair Lewis, Graham Greene, Cervantes. December 4: Oliver Twist.

Twilight Zone. An anthology of the unusual and new, written and produced by multiple-award winner Rod Serling.

Sunday Showcase. Though it has received some unfavorable reviews, this program does represent an effort to reintroduce cultural drama on Sunday evenings.

Person to Person. Charles Collingwood replaces Edward Murrow as the host on taped visits to people abroad as well as in the United States.

Bright Retrospect

The Last Word. CBS. Bergen Evans' (and his panel's) genial and enlightening examination of the fascinating ways of words. The series was discontinued on October 18. The network has said it is "expected" to return early in 1960, but no date has been set.

Sentence Summaries

FOR COMPLETE REVIEWS, SEE THE ISSUE INDICATED

American Bandstand. ABC. Gentle manners, good taste, friendly gaiety. September.

Bat Masterson. NBC. Not a show for children. But they'll probably keep right on going to Bat for their entertainment.

November.

Bold Venture. Independent. Just a fruitless venture. September. Captain Kangaroo. CBS. A first-rate show, heartily recommended for preschool and school-age children and for all who are not exiles from the world of childhood. September.

Circus Boy. NBC. A new realm of experience for older children, one that will enlarge their minds and awaken new human sympathies. September.

Dick Clark. See American Bandstand.

Ding Dong School. Independent. To help your children explore their world and find it good, let the big ding-dong summon them to this happy preschool of the air. September.

Father Knows Best. CBS. Entertaining and valuable for the entire family, September.

Heckle and Jeckle. CBS. Just a heap of rubbish. November.

Here's Geraldine. ABC. Amusing conversation, nonsense, gay songs, and the inevitable cartoons. November.

Howdy Doody. NBC. It may not hurt two-year-olds to watch this show-but why should they? September.

Lassie. CBS. Worthwhile viewing for the entire family. September.

Leave It to Beaver. ABC. Leave it to your family to take this program into their hearts and heads. October.

Lunchtime Little Theater. Independent. Turn quickly to another station. November.

Mighty Mouse. CBS. Recommended for mice, September.

On the Go. CBS. Not for children; for adults, relaxed, informative viewing. November.

Real McCoys. ABC. A wholesome experience for the entire family. October.

Romper Room. Independent. At least it's harmless. September. Ruff and Reddy. NBC. A show that can teach a child to flutter the wings of fancy. November.

Sam Levenson. CBS. So long, Sam. We'll be seeing you. We just know we will. November.

Sea Hunt. NBC. Recommended for everyone who can hear the irresistible call of adventure in strange and perilous places. October.

Shock Theatre. ABC. What is the purpose of this thing, anyway—to make us wake up screaming? September.

77 Sunset Strip. ABC. Violence served with a sauce of glamour is still violence. November.

Wanted Dead or Alive. CBS. Most families will readily label this program "Not Wanted, Dead or Alive." September.

Whirlybirds. Independent. Straight, clean, absorbing adventure. November.

Woody Woodpecker. Independent. One of the more imaginative of the cartoons. October.

Wyatt Earp. ABC. A show for the whole family, the whole nation, to view with alarm. October.

Zorro. Independent. As we go to press, the news goes out that Zorro is dead. It always was. November.



Dear Editor:

For years parents in our area have gratefully used the "Motion Picture Previews" in the National Parent-Teacher magazine.

Since the advent of TV many of us have agreed that we don't approve of some of the programs offered for our children to watch.

Most people feel that individual complaints do not always get results, so they don't make any complaints—except to each other. But now the National Congress of Parents and Teachers is monitoring TV programs, and since we are a part of this great organization, we feel that our comments will be accepted with open minds—and acted upon.

Where else could the powers-that-be in television (networks, sponsors, and advertising agencies) find a larger and more sincere rating board?

At our next Lockport Area Council meeting we will take "Time Out for Television." We will encourage our locals to do likewise and ask their members to take "Time Out" to evaluate the programs their children watch, then write their approval or disapproval to the sponsors and networks.

MRS. DONALD J. TOWNSEND

President, Lockport Area Council Joliet, Illinois

Dear Editor:

As chairman of character and spiritual education, I am most grateful for the TV evaluations. Especially commendable is the gentle, gracious, though compelling tone in which they are written.

Chairman, Committee on Character and Spiritual
Education, Illinois Congress of Parents and Teachers
Villa Park, Illinois

Dear Editor:

It seems to me that this evaluation of TV programs is just another short cut for the parent who wants someone else to tell him how he ought to rear his children. All any parent would have to do, to know what TV shows his children should or should not see, is watch what appears on the screen in front of him. If he approves, he may leave it on. If he disapproves, he may exercise the prerogative of a parent and turn the dial. Or better yet, he may exercise every parent's blessed opportunity to teach moral and ethical standards by interpreting what he disapproves to his own children, so they may understand why it is unacceptable. . . .

There's another fallacy in this whole idea of TV program reviewing. TV is still looked upon by most viewers as a source of entertainment, not of education. People watch educational TV stations if they wish to be educated. They watch commercial TV to be entertained—as "escapism," if you want to apply a term used to describe books that are read for entertainment. Why are children encouraged to read the classics of children's literature (such traumatic stories as Treasure Island, David Copperfield, Alice

in Wonderland, The Swiss Family Robinson, and any of James Fenimore Cooper's stories) yet at the same time are told not to watch the TV westerns, which also attempt to depict life in its historic reality? For my money, the printed word is much more conducive to wild imaginings in a child's mind than is the visual portrayal of an idea. Haven't you imagined some villain in fiction as being much more repulsive or horrifying than when he was depicted on a movie screen? Didn't he lose some of his power to horrify you when you actually saw him? . . .

MRS. JOHN R. BOE

Chairman, Committee on Audio-Visual Services Oregon Congress of Parents and Teachers Grants Pass, Oregon

Dear Editor:

The TV evaluations are just what many of our parentteacher members have been looking for. They wish to go on record as urging that this feature be continued, and they hope it will become a permanent department of the P.T.A. magazine.

Mrs. Ira Hartman

President, Webster School P.T.A. Salt Lake City, Utah

Dear Editor:

As the father of seven children, four of whom are still in grade and high school, I wish to express appreciation for the new "Evaluations of TV Programs" department recently added to your magazine.

E. PRINGLE THOMAS

Springfield, Missouri

Dear Editor

I applaud "Time Out for Television," and I hope it will continue to be a regular feature ad infinitum. It is almost impossible for a busy parent to screen all the TV shows. A guide such as this is worth its weight in gold ten times over—particularly for children under eleven. I have noticed this year that my eleven- and twelve-year-olds have ruled out many programs of their own volition, purely because of boredom. It seems that the danger is greater when the children are younger and not as discriminating.

I enjoy the National Parent-Teacher and think it needs more publicity.

MRS. ERNEST M. KING

Holland Patent, New York

Dear Editor:

I am so glad the National Congress of Parents and Teachers has taken a stand to help clean up the no-good programs that are presented on television. The children and adults of this country could be offered no better service.

MRS. DUDLEY ROGERS

Jackson, Michigan

When Children Stall

or Go into Reverse

ARMIN GRAMS



A. Devaney

THE TWO WOMEN MET IN THE SUPERMARKET, as they had done often before. They stopped to chat, and their conversation took its regular course: the weather, their homes, their children. Mrs. Hall grew a bit more serious than usual when they got around to the children. Although she knew Mrs. Pryor well, she seemed uneasy and hesitant—torn between wanting to share her concern about her eight-year-old Charles and not wanting to confess that something was amiss.

Finally her need to talk about it won out. She said with a shrug of discouragement, "I've been almost out of my mind this week. Charles refuses to go to school—something he's never done before. One day he complains of a sore throat; the next day he has a headache and won't even get out of bed. It's been this way ever since Tom left for his new job on the West Coast. We decided, you know, that it would be best if he went on ahead to find us a home. And we thought Charles should finish school here rather than transfer with only a month to go."

"My dear," her friend replied sympathetically, "I don't know what to say. I guess we've been lucky so far. Come to think of it, I once read about how some youngsters refuse to leave the house when they're

upset. Maybe Charles misses his father more than you think."

And so it goes. An eight-year-old boy who has always been eager to go to school suddenly finds all kinds of excuses to stay home. An eleven-year-old girl, poised, quite popular, loses interest in her friends, and spends more and more time alone in the privacy of her room. A promising new accountant, slated by his superiors for a future executive role, does his job well, but seems to have lost the warm, outgoing personality that impressed them so much.

Why is it that children, adolescents, and even adults seem to stand still or go backward once in a while? Is this behavior normal? Well, if it can happen to people of any age, then at least it isn't something that children "get" and after a while "grow out of."

Usually these standstills are a natural part of a person's pattern of growth. We need to understand them, not only to save ourselves worry but to avoid more serious difficulties as well. Let's look, then, at some of the reasons underlying this behavior.

Human beings keep on growing all through their lives. Continuous as this growth is, however, it is far from regular. Rather it is an uneven business, marked by periods of rapid change, moderate change, and almost no change. All of us have observed these differences in the tempo of a child's development, but we usually just take them for granted. Only when they affect us are we likely to pay attention to them. (What parent, for example, can help noticing the galloping appetite of the preadolescent youngster? For one thing, it makes a real difference in budgeting and buying.)

Yet unevenness in a child's rate of growth does not explain all the "stalls" that occur on the road to maturity. A good many happen because different kinds of development take place at different rates. Muscles and bones grow according to their own timetable, just like walking and talking. And while

one kind of growth may seem to be standing still, another, perhaps a less conspicuous one, may be ad-

vancing rapidly.

We see this clearly in small children. Two kinds of growing often seem to get in each other's way. Only when the one is temporarily sidetracked does the other have clearance. The little fellow who began to talk before he walked becomes strangely silent as he ventures forth on his own two feet. As he grows older, this "one thing at a time" process may not be so obvious, but it is still going on.

Remember the accountant? A man may concentrate so intensely on doing a new job well that his co-workers and boss wonder what has suddenly become of his easy, pleasant personality. But as he becomes secure in his position he will not have to devote so much attention to doing well, and other sides of his personality will show themselves once more.

Stopping for a Breather

Then again there's a phenomenon that can be-wilder both parents and teachers. Take Stevie, for instance. Ordinarily an alert youngster, full of questions, interested in everything, including schoolwork, suddenly he seems lost in his own inner world. He says little, notices little, often gazes into the distance without really seeing anything. As a rule he's unusually well behaved in these periods of retreat, but his elders still worry. They ask to see Stevie's tongue; they touch his forehead (could he have a fever?). Sometimes they even take him to the doctor—only to be told that Stevie is in perfect health. "Give him a little time," the physician will say. "He'll come out of it."

And he does—apparently without any special reason. Like one of the Pied Piper's enchanted children he seems to be returning from a secret world, a world that is boundless, fascinating. The teacher may put it differently. She may say that Stevie has been on a plateau, as far as learning is concerned, and that now at last he has left the plateau and started uphill once more.

The interesting thing, however, is that Stevie has not really been marking time on that plateau. Instead he has been absorbed in some important ideas of his own, which are not revealed, perhaps, until much later. One evening he may make a canny observation at the dinner table which astonishes his parents. Where could he have got that insight, that notion? Then they may get a flash of insight themselves. Was it this sort of thing—a working out of ideas about people, the world, himself—that was going on in Stevie's mind when he seemed so dreamy and withdrawn?

The teacher may report somewhat the same discovery: "I didn't think Stevie had been learning much during the last two weeks when he's been so quiet, but now he's almost at the head of the class."

Can children go into an orbit of learning and stay in it, traveling at a regular rate so that observers always know where they are? Or is their course as unpredictable as that of comets? What influences chart the paths of these young voyagers?

Psychology tells us that mental growth, like physical growth, takes place unevenly. But it also tells us that children (and grownups too) may be learning a great deal when they seem not to be learning at all. An extreme illustration of this is the mathematician who solves a baffling problem while he is asleep and wakes up amazed to find he knows the answer. At any rate the same mechanism appears to be at work.

Another characteristic of growing youngsters, related to the one we have just discussed, is a quick shift of interests, accompanied by changes in behavior. Parents who despaired of their preadolescent's ever becoming tidy and courteous can hardly believe that the trim teen-ager, so fastidiously groomed and well-mannered (at least when he is with others), is the same lad.

Shifts of interest like these may not be entirely to our liking. Children who loved school in their early school years may lose some of their zest for it as other worlds open up. After all, the problem for many children is to find enough time to do everything they want to do. There is so much to "soak up"—information and experiences of all kinds—and at times some are more enticing than others. Recently a father asked his son, an excellent student, how things had gone in school that day. "Terrible," came the reply. "We lost, twelve to nothing."

All parents have watched their children go about learning something new with unbounded enthusiasm, only to cool off rapidly in favor of something else. Such veering about often makes us think their progress has ground to a halt. But any of us whose storerooms are filled with half-completed projects know that adults as well as children grow in spurts. These stops and starts, these interest shifts and changes of pace are perfectly normal.

An article in the series, "A Program for 'His Excellency,' "
the study program on the school-age child.

But you may ask, Is there any way to predict when such shifts or changes of pace will occur? If we knew a little better what to expect in certain situations, couldn't we avoid needless worry and family friction? This is a fair question, which we shall venture to answer briefly: There is no substitute for knowing something about children. Parents who have taken the time to inform themselves about child growth will know better what to expect. They will also feel more comfortable about what happens.

When the Going Gets Tough

What we have said so far refers to normal growth, which probably accounts for many of the stalls and breakdowns each of us has. But the stalls or even reverses that get the most attention are those which happen for special reasons under special circumstances. These, too, can be dealt with by informed

One special reason can be stated simply: New situations make new demands. A child's school life provides many examples, of which we can mention just a few. Take nine-year-old Jack, for instance. He was doing average work in school until his family moved out of the state and bought a home in a newer and wealthier community than the one they had lived in before. Because more of lack's new schoolmates now came from homes where learning and scholastic achievement were valued highly, Jack found himself unable to keep up. Falling behind his group, he seemed to both his parents and his teachers not just to be stalling but actually to be going into reverse.

Then there was Joan, a pretty, bright-looking child, who started school with children her own age and made a good beginning. Gradually, however, she found the going harder. Her progress slowed down until she made none at all. When the school psychologist examined her, he found that her mental ability was somewhat limited. She was able to get along all right at first, but when schoolwork gets hard, difficulties compound rapidly. It was not long before her limited powers had met their match.

An untrained person could easily fail to note Joan's progressively less rapid rate of mental development, especially in view of her physical appearance and early performance. To such a person it would appear that Joan had run aground for some deeplying emotional reason. Actually both Joan and Jack were developing normally, in their own unique ways. It was the changing school situation, with its increased academic demands, that made them appear to halt and even slip backward.

Stalling or reversing may also be caused by emotional disturbances. Insecurity and uncertainty, fear, jealousy, and feelings of defeat-these can make any of us behave in ways that others may not expect and

do not understand.

When the Heart Is Heavy

To illustrate this let's go back to Charles Halland the time he refused to go to school. Now if his parents, let us say, had been getting a divorce he would have had a good, strong reason to want to stay home with Mother, out of fear that he would lose her too. Yet it was something far less serious that aroused disturbing feelings in the little boy. The temporary separation of the parents, with Daddy far away in California, plus the prospect of moving, made him so insecure that he couldn't bear to leave his mother, even for school.

Another child might have become sullen or hostile. Still another might have reverted to babyish ways long since outgrown. And many others might show no noticeable reaction at all. But to consider why some eight-year-olds will react in one way and others in another is a long story. The key is found in those two familiar words, individual differences.

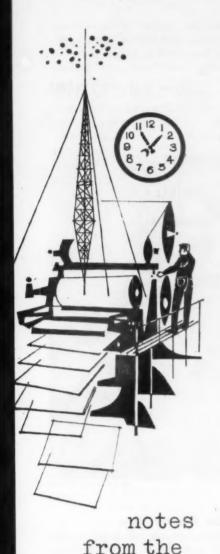
How can we learn to understand why a particular child is behaving in the way he does? Suppose your Tom hasn't been doing well in his fifth-grade arithmetic lately. The teacher says he keeps falling more behind every week. How do you find out whether this is a stage in his development, whether he's concentrating on something else that he may not even be aware of, or whether he does indeed have a real emotional problem?

Again, let's remember that there is no substitute for information-and observation. Keep an eye on Tom, without seeming to. Is he devoting more energy to a hobby, sports, outside reading, or perhaps some other school subject? If so, a bit of friendly guidance may be all that is needed. Does he seem to be losing interest in things that used to absorb him? This may indicate either a plateau, like Stevie's, or a serious problem, but in any case it suggests further study and investigation.

Talk to Tom's teacher. Find out all you can, not only about the arithmetic slump but about how Tom has been acting in class. Perhaps a conference with the school psychologist will be in order, to determine whether some superficial worry may be temporarily affecting Tom's arithmetic. If the psychologist finds that the boy is deeply troubled, he will undoubtedly tell you where to go for specialized help.

Whatever the cause of Tom's slipping into reverse, once you have found it, you may take comfort in still another piece of reliable information: Children are mighty resilient. Most of them will recover their equilibrium, given time, affection, and understanding. In the meantime, if we understand the laws of growth, we can be helpful as well as hopeful.

Armin Grams is associate professor of parent education in the Institute of Child Welfare, University of Minnesota. His studies on child development problems appear in professional journals.



Return of the Native.—The cigar store Indian has bounced back. No wonder; this time he's made of rubber. He stands more than five feet high and naturally looks less wooden than his forebears. You can buy one for \$250,

but you'll have to take your place on

the waiting list, says the manufacturer.

newsfront

This Teaching Is over Their Heads.—A flying carpet would be nice, no doubt, but a flying classroom is better, especially when it's large enough to seat five million people! Six states centering around Indiana are getting just such a classroom. Planes will fly in a tight circle over the area and send down educational telecasts that can

reach thirteen thousand schools and colleges. The magician whose wand called forth this marvel is the Ford Foundation, which is carrying the original financial load. The sponsors of the programs declare that they will use nothing but the best equipment and manpower. Teachers, for example, will be selected after a nation-wide talent search.

Meals on Wheels.—Older people who can care for themselves in most ways but can't manage shopping and cooking may no longer have to live in institutions if a project in Syracuse, New York, is successful. Financed by a grant from a charitable corporation, the project delivers to the oldsters before noon each day a hot dinner wrapped in disposable paper containers, along with a separate meal for supper.

There's Many a Slip.-Pink slips, white slips, blue slips-thousands of them flow every day from the various departments of every business firm to mysterious filing centers, often never to be heard of again. A large British clothing store chain asked itself "Why bother?" and threw out half its paper work. No longer do its employees have to fill out a requisition to get what they need from the stockroom. Goods are accepted for exchange without question and hence without record. The time clock is stilled forever. Results: Paper consumption has been reduced by a hundred and five tons a year; customers and employees are happier; the company has saved time, money, and trouble. And oh, yes, business is booming.

Silence Is Not Golden.—These ten seconds of blessed relief are brought to you by—" (the producers of a popular Broadway musical). That was the unusual message you might have heard on your TV if the station hadn't refused to let viewers stare for a sixth of a minute at a blank screen. Why did it refuse? The station said viewers might think something was wrong with their sets.

Improving the Sit-uation.—Dozens of co-op baby-sitting clubs have sprung into operation across the country. A number of couples (between ten and twenty parents is a workable number) organize to borrow and repay "sits" on a businesslike basis. Here's how a typical club works: From eight a.m. to midnight a sittee is charged four situnits for each hour. After midnight the price climbs to six sit-units. The minimum transaction is eight units. A "sit-retary," whose job rotates among the

women members, keeps a record of points owed and accrued from cards that members mail her at the conclusion of each sitting transaction. When she receives a call from a member needing a sitter, she canvasses the membership, starting with the members owing the largest number of points. Does the scheme work? One young mother eagerly replies, "We didn't really begin to live until we started this."

In Memory of Anne Frank.-Everyone who was impressed with the Diary of Anne Frank, or with the play or the motion picture made from the book, will be interested in a documentary filmstrip showing the Anne Frank house in Amsterdam. It is being distributed by the nonprofit Centraal Projectie-en Lichtbeelden Instituut, Amsterdam, the Netherlands, Proceeds will go to the Anne Frank Foundation, which aims to preserve the house for use as a world youth center and to promote the ideals left to the world in Anne's diary. The film shows the difficult conditions in which the Frank family lived while they were "underground."

Reducing Frauds.-Many so-called reducing aids won't reduce anything but your bank account, warns Arthur S. Flemming, U.S. Secretary of Health, Education, and Welfare, releasing a list of twenty-seven fraudulent reducing aids that have been suppressed by the government in court action during the past year. A large number are devices to make you throw your weight around, such as vibrating chairs, tables, pillows, and mattresses, not to mention a gadget that creates "therapeutic whirlpools" in a bathtub. Then there are reducing pills, a home "audio suggestion course," and even cigarettes and chewing gum with supposed weight-lifting powers. All told, the devices have been slimming the American pocketbook by one hundred million dollars a year.

Down-in-the-Mouth Item.-About the last thing most hobbyists would think of collecting is baby teeth, but that's exactly what is occupying members of the St. Louis Citizens' Committee for Nuclear Information. They plan to turn the teeth over to Washington University's School of Dentistry so that scientists can study the ways in which strontium go affects children's teeth. St. Louis milk contains a larger amount of this dangerous substance than is found anywhere else in the country, except for one locality. Before they can start analyzing the teeth, the dental research workers will have to get a \$250,ooo grant for the job.

TOYS FOR NONPLUSED GIVERS

It's the Christmas dream of every uncle and aunt—not to mention grandparents and friends of the family—to select a Christmas toy that will be greeted with wide-eyed rapture or shouts of joy and, best tribute of all, will still be a favored plaything six months hence. Here are some shopping tips that may help you find just the thing.

A PUZZLED-LOOKING GROWNUP, shopping list in hand, makes his way hesitantly toward the toy section of a department store. Like hundreds of thousands of other grownups—parents, relatives, or friends of children—he is at a loss when it comes to selecting gifts for the youngsters on his list.

At the toy counter our Christmas shopper faces a bewildering assortment of toys, ranging from quite unrecognizable gadgets to faithful, if unimaginative, scale models of familiar things. Included in the array are gimmicky toys, fragile toys, ugly toys, complicated toys, costly toys, and toys that a child can only sit and look at. Included also, however, are many fine toys that the list-in-hand grownup will do well to seek out—durable and reasonably priced toys that will be intact and workable long after Christmas Day and will gratify not merely the child's desire to have something but his desire to do something.

Certainly a few short-lived playthings are a justifiable part of the Christmas scene. The "big" present is an important item, too. But the following suggestions will be confined for the most part to inexpensive, durable toys.



JOHN WALLACE PURCELL



O Tov Guidance Counci

For the Rockaby Set: One and Two

Starting at the bottom age and bottom price, there is a squeeze-toy ball at fifty cents that is designed to respond to the baby's most awkward, fumbling grasp with a satisfying squeak. Assortments of cradle toys are available at from one to five dollars. At the latter price comes a cradle gym complete with hardwood bar, plastic rings, steel springs, and a Swiss music box that plays when someone pulls the center ring.

Big colored wooden beads (too big to swallow), packed with two sturdy stringers, cost a dollar and a half. At two dollars are giant plastic beads, of varied shapes and colors, that the young child can easily snap together or, even more fun, pull apart. Three "cuddle" animals of plush—a bear, a panda, a cat—may be had for two dollars. Sets of washable terry-cloth animals filled with foam rubber are the same price.

To urge the toddler to toddle, there are several excellent, inexpensive pull toys. In one, at a dollar and a half, balls bounce about in a revolving cage.

Another, at two dollars, also has balls, but these go "Pop! Ding!" as they bang against bells. At one dollar a dinkey engine of wood and plastic makes a convincing "chug-chug" noise when trailed along.

A bagfull of twenty-five embossed-wood ABC blocks can be bought for two dollars. Or for half that price comes a box of eight plastic ABC blocks, soft and squeezable. Finally, there is a plastic play set for the bathtub, which, for two dollars, offers a seven-inch-tall roly-poly toy that chimes musically as it rolls, together with two fish and two ducks that are ready to share the bathtub.

For the Racket Set: Three to Six

The best playthings for the three- to six-year-old are designed to serve as silent teachers, so that young-sters may learn as they play.

They learn shape perception, for example, from a rural mailbox, which has a variety of slots to accommodate vari-shaped "letters" and "post cards." This handsome toy costs three dollars and a half. Coordination of hand and eye is served by a wooden savings bank in the shape of a vault, which challenges the youngster to find the "combination" by manipulating a knob on the safe door. With this come coins of wood, to start him on the way to recognizing currency denominations.

Two fine new toys will introduce the soon-to-be kindergartner to traffic safety rules: A highway safety truck carries easily assembled road signs ("School," "Caution," "Stop," and so on); four dollars. And a wooden pull-toy bus has working parts and removable "passengers." Other features, such as movable headlight "eyes," motor sound effects, and a driver whose head turns, explain the six-dollar price.

A half-dozen plastic (noiseless!) milk bottles come in a wheeled pull-truck or in a milkman's carrying rack. Either way the price is three dollars. A little girl's housekeeping set includes a sweeper, broom, floor mop, squeeze-sponge mop, and apron—all for two dollars. For three dollars there is a refrigerator, stove, and sink set in pink plastic, stocked with pots, pans, and dishes. For two dollars the child can be set up as the proprietor of either a supermarket or a drugstore, each equipped with some thirty miniatures of famous-brand packages.

The familiar pounding bench, at two dollars and a half, gives Junior the same opportunity to work out wrath that Father enjoys with his more costly power mower. Of the wooden blocks available, the best are a thirty-two piece set of softwood blocks in natural finish, at five dollars, and a duffle bag filled with a hundred and twenty colored blocks at the same price.

Three dollars is the cost of a ferry boat that moves on hidden wheels, has movable loading ramps at each end, and comes with two cars, a truck cab, and a trailer—all made of wood. (This brings up the plastic vs. wood question, on which, of course, the decision is the reader's. The writer prefers wood not merely for its durability but because the enforced simplicity of wooden objects affords greater play for the small child's imagination.) If photographic realism is desired, a plastic counterpart of this boat, at the same price, is accompanied by eighteen assorted cars with which to load the ferry.

At the preschool ages of four to six, children normally have a strong urge to take things apart and put them together. There are toys especially designed to channel this urge toward creative activity. One is a wooden kiddy car specifically made to be taken apart and put together again. Youngsters also learn valuable lessons from its accompanying set of basic tools. Cost: eight dollars.

Among more quiet games, there are picture puzzles at a dollar and a half that are certain not to discourage the two- to four-year-old. Invitingly shaped recesses in a masonite slab await the proper parts. Some of the puzzle pictures are rather bad art, but among the better ones are the rabbit, the wood-pecker, and the squirrel.

A captivating new-this-year toy for preschoolers is a wooden train, beautiful in its simplicity, that comes in a fifty-five piece set of natural-color hard maple. It includes tracks, switches, engine and five railroad cars, and crossing gates. The tracks fit together; the cars have coupling devices. The cost is in the big-present class—fifteen dollars. But for beauty, durability, and appropriateness for the preschool age you could hardly do better. Stylized rather than realistic, it invites the small child to contribute some imaginative and creative thought. Less ample sets are available at lower cost.

For the Rocket Set: Seven to Ten

First on the list of gifts for the child who is now spending a good part of his day in school comes equipment for outdoor play. These items, of course, are all standard and need no discussion here. (Though to keep pace with the space age we might mention a three-dollar parachute rocket powered by water and air pressure, which is claimed to soar up to one hundred and fifty feet and then release its "pilot" for a parachute descent.)

As for indoor games, one dollar will buy a rubber horseshoe set including two rubber bases with four-inch wooden pegs and two pairs of rubber shoes. For three dollars you can get a game chest containing equipment for fifty-two games on seven playing boards—bingo, Chinese checkers, racing games, and others. The old reliable crokinole game board, with equipment for eighty-five games, sells for ten dollars.

Tempting the nostalgic giver is an early western train set at two dollars. Made of a rubber-like vinyl, it perfectly reproduces a pioneer locomotive, tender, and coach. A couple of cowboys are included.

Craft toys are numerous. Among the better ones,

a loom, at two dollars, makes pot holders, bags, and many other items. With a four-dollar charm bracelet set a little girl can make jewelry for herself and her doll. A good Indian beadcraft outfit sells for three dollars-good because the child can make up his own designs and use them on beaded belts, bags, and so on. A pegboard play tile set costs four dollars and contains four hundred-odd multicolored plastic tiles with pegs on the underside, for making mosaic pictures and designs, which can of course be disassembled and new ones made.

A print-shop kit-metal press, rubber type, plastic type case, rollers, and other printing necessities-sells for seven dollars and a half and turns out newspapers, tickets, or handbills in two colors. Young printers can hardly avoid learning to spell, nor can the children who play a "tumble-word" game by rolling lettered cubes and then trying to form words with the letters that turn up. The price of this camouflaged teaching device is two dollars.

Realistic scale models of vehicles (dump trucks, fire engines, car carriers, concrete mixers, you name it!) abound. Almost all, whether metal or plastic, are well made and painstakingly authentic. Most have moving parts. Their prices seem reasonable, ranging in size from fifty cents to fifteen dollars. They are handsome to look at, but will they be just looked at-or used? Some are definitely usable. A road-builder set, for example, which includes a teninch earth mover, a bulldozer, and a road scraper, might get Johnny out in the back yard, building highways in the garden soil. It costs two-fifty.

Many assemble-it-yourself kits are available, but first be sure the recipient will have the patience and manual skill to push the job through. There is a racing-car kit, with electric (flashlight-battery powered) motor, gears, and rubber tires, for making a six-and-a-half inch model of the famous German racing car. It costs two dollars, as does a kit for

an Italian racer.

Ingenious in idea, if a bit imperfect in workmanship (you may have to open up a few plastic holes and sharpen a few plastic pegs) is a novel zoo set produced by Dr. Seuss-the author whose big-eyed, fantastic creatures are beloved of all children. A four-dollar box contains seventy-five snap-together animal parts with which to concoct weird Seuss-like beasts. Another new-this-year toy, and a superior one, at five dollars, is a multicolored plastic clock that can be taken apart and easily put together, using colorkeyed assembly charts. Spring driven, it keeps time for fourteen hours.

This list, of course, has been a highly selective one. There are hundreds more good, worthwhile, appealing toys for children of all ages, and shoppers who want to make their own choices will undoubtedly enjoy canvassing the toy counters as much as did this explorer. To members of that group of dauntless shoppers he offers his own simple set of criteria:

Is the toy well made, not easily broken?

Is it pleasant for the child to feel, attractive to look at, easy to use?

Will it appeal to the child for a relatively long period? (Probably it will if he can do something or make something with it.)

Does it fit in with the interests of a particular child at a particular age?

Does it give the child a chance to use his imagination creatively?

Does it do anything to advance his physical or mental development?

Is it reasonably priced-considering the material and workmanship involved?

With Safety in Mind

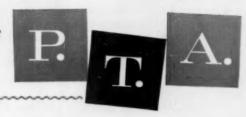
Safety is no longer a major item for the reason that most toys are safety tested before they appear on the market. However, there are always some slipups. If you have your doubts-for instance, about possible splinters, too-sharp edges, or small parts that a little child might detach and swallow-don't buy the toy. The safer ones are probably better in other respects too.

And bear in mind that in many ways the safest gifts of all-because they are often the longest lasting and surest to please-are books. Before you are tempted by some noisemaker, eye catcher, or cupboard clutterer, find out what books your young friends have put on their Christmas lists. Or consult the children's librarian at the public library. She knows the titles of many good books, new and old, and she will help you choose the ones that will call forth delighted oh's and ah's on Christmas Day.

John Wallace Purcell is a teacher, reading counselor, and author of such children's books as The True Book of African Animals and Mammals of North America.

Children reveal themselves most transparently in their play life. They play not from outer compulsion but from inner necessity—the same kind of necessity that causes a kitten to chase a rolling ball. . . . Needless to say, a child does not play because he is too lazy to work. Often he puts forth his most strenuous energies in moments of play. He concentrates with his whole being and acquires emotional satisfactions which he cannot get from other forms of activity. Deeply absorbing play seems to be essential for full mental growth. Children who are capable of such intense play are most likely to give a good account of themselves when they are grown up. - The Child from Five to Ten by ARNOLD GESELL and FRANCES L. ILG

Keeping Pace



A Picture of Devotion

In the Ellis Auditorium in Memphis, Tennessee, meeting room of the Shelby County Council of P.T.A.'s, an oil painting of Mrs. L. W. Hughes was formally unveiled not long ago. Those of us, and we are legion, who carry her image undimmed in our hearts are delighted that the portrait captures Mrs. Hughes' serene loveliness and graciousness. A great leader, this past president of the National Congress of Parents and Teachers, and earlier of the Shelby County Council and the Tennessee Congress, has exerted an enduring influence on the lives of children. Seen with Mrs. Hughes at the ceremony were her ten-year-old granddaughter, Mary Lawrence, who unveiled the portrait of her grandmother, and Mrs. James Kelsey, president of the council. We quote here a few lines from a poem written by Mrs. Leon Vanderford for the occasion.

Who is she?
She is our inspiration,
Our friend, adviser, and leader,
Making for us a pattern,
Sharing with us her vision,
Leading us on to attain it.

Work That Turned into Play

What's new in playground equipment? Members of the Indian Prairie School P.T.A. in Kalamazoo, Michigan, can tell you. They've built it: concrete block climbing structures, wooden platforms, circular tile "tunnels" three feet in diameter, which they painted vivid blue and yellow and red, plus the indispensable slides and climbing bars.

The idea for this do-it-for-the-children project came about last spring, after school officials and parents had discussed new types of playground equipment—things for children to climb over and crawl through. The enthusiastic parents, assisted by the school's plant administration department, wasted no time. By the end of summer they had finished most of the construction. In October the last stage of the job was completed: resurfacing the area with sawdust and sand.

"In climbing and moving over these structures, the children will be able to make believe the units



represent anything from a mountain top to a tank." So says Anne Finlayson, supervisor of the Kalamazoo Schools' physical education, health, and safety program, of this approach to youngsters' needs.

Fast Work in Problem Solving

Just a year ago the Montclair Elementary School P.T.A. of Corpus Christi, Texas, had every one of the troublesome problems that confront new schools in expanding communities where enrollment is growing faster than facilities. The school had no cafeteria and no auditorium. Street crossings were unprotected, and heavy, forty-five-mile-an-hour traffic streamed along roads that lacked sidewalks, thus endangering almost four hundred children daily.

The first male president of this P.T.A., Vernon Smylie, felt that action on all fronts should be taken immediately. With a group of his co-workers, representing every section of a large school district, he went to the mayor and the city council. Showing photographs and traffic counts, the P.T.A. members

proved that peak travel on the school street occurred at the worst time for the children—in the afternoon just as school was out.

This convinced the mayor. Adequate safety controls were quickly put into effect: a crosswalk with blinker lights flashing and a speed limit of thirty miles an hour and fifteen in the zone adjacent to the school. No longer do the children dodge through speeding traffic with neither safety controls nor a school patrol.

Next, the Montclair P.T.A., which has a large number of men leaders, plunged into the remaining problems. Members got in touch with the superintendents of fifteen other school districts in Corpus Christi and with staff members of the Texas Education Agency, all of whom were overwhelmingly in favor of cafeteria-auditoriums in elementary schools. Then the P.T.A. appealed to the school board for a bond issue to install such a "cafetorium" not just in their own school but in all the elementary schools in town—and also to add eight new permanent class-rooms at Montclair.

As the autumn term began this year, all the improvements at Montclair were nearing completion. The success of this campaign shows what well-planned, well-coordinated action can do. And who in Corpus Christi can say that the P.T.A. isn't a "heman" organization?

Civil Defense Citation

The Dade County Council of P.T.A.'s has won notable recognition for its civil defense courses, having been awarded first prize, a silver bowl, in a contest conducted by the *Miami Herald* for local and county organizations. The judges of the contest—among them Mrs. W. L. Mussett, vice-president of the National Congress—worked all summer on the thousand entries, and finally reached a unanimous decision.

"We are very proud," wrote Mrs. Leon Kaye, research and public information chairman of the Dade County Council, "as this is quite an achievement in Dade County. Our civil defense chairman, Mrs. Louis Bandel, in cooperation with the council, made the public aware of the civil defense program, and the turnout at these courses was tremendous. Many were given at night, and many husbands attended. This was really a project for all parents and individuals in the community."

Worth Sitting For

One group of P.T.A. members will baby-sit for another group at the Garfield School in Cleveland, Ohio—and they'll do it twice a week for eight weeks. The reason for all this beneficence? In former years the first group attended a child training course sponsored by the Cleveland Public Schools. They gained

so much know-how and know-why from this experience that they feel other mothers in their P.T.A. should have the same opportunity, particularly mothers of small children. The parent education classes are conducted much like many other modern classes. There are discussions, motion pictures, books and pamphlets from the library. In addition, there is plenty of opportunity for individual conferences, if needed, on the day the class meets. In eleven years nearly thirteen thousand mothers have registered for the course. "More gratifying than statistics," says Isabell McFeely, who teaches the course, "are parents' reports of how family life has changed for the better after they attended classes."

Hawaiian Holiday

Remember Mrs. Lena Phelps, the Florida school principal who, on her retirement last May, was given tickets to Hawaii for herself and her husband? You read about her dream-come-true in last September's "Keeping Pace." Among the many highlights of Mr. and Mrs. Phelps' visit was a Japanese dinner given by Dr. Teruo Yoshina, whose wife is president of the Hawaii Congress. The meal was served in a small private room, typical of a Japanese tea house except for one innovation: a shallow pit under the table where guests may place their feet, rather than sitting on them in traditional fashion. Shoes were removed, as is the custom, before the guests entered the dining area.

In the picture, awaiting yet another exotic course, are (left to right) Mrs. Yoshina; Mr. Phelps; Mrs. Sue-Mar S. Dawson, administrative assistant, Hawaii Congress; Dr. Yoshina; Mrs. Phelps; and J. Ralph Brown, chairman of the National Congress Committee on Citizenship.

Mrs. Dawson reports that "Dr. and Mrs. Phelps were valiant in the use of their chopsticks but were 'tasters' only when it came to sashimi-raw fish dipped in sauce."



O Hinkle's, Honolulu

FROM TADFOLES to star maps, from weather to water pressure, the schools are so full of a number of things, all going on under the name of science, that parents may sometimes feel like asking, "What is this science anyhow?"

Whatever it is to the youngsters, it penetrates even the earliest grades, as we found out when the primary grades in our school launched their second Science Fair. The first warning we had was a full one-page mimeographed sheet of instructions. Aha! we thought. Surely this will explain just what primary-grade science is. But it only boiled down to this:

All entries must illustrate a scientific principle.

No collections, such as shells, may be submitted unless labeled and classified. Teachers and parents may discuss ideas with the child, but he must do the work himself. No prepared kits may be used.

We felt no more enlightened than before.

Bruce, our nine-year-old third-grader, broached the subject of the fair to his daddy at dinner. We discussed several ideas: birds, plants, things-that-dissolve.

"Birds are pets," Bruce answered. "I had seeds in the hobby show last year, and I did things-that-dissolve for the Science Fair in second grade."

Wistfully I thought of my own early years in school. One thing I remembered vividly was being allowed to go outside to watch flocks of birds flying south in the fall. Nowadays this would probably be labeled science, and I'm not sure it would be nearly so much fun.

About a week before the fair I was approached one afternoon after school by Bruce and two third-grade playmates. Michael was the spokesman.

"May we use your house this afternoon, Mrs. Weber?"

"What for?"

"Well, my mother is sick, and the teacher gave us a science book to see if we could find an experiment to make for the fair."

"Oh, well, if it's for science . . ."

What mother doesn't dream that her child may by chance be a budding Einstein? But instinct told me I had better stand by, so I suggested the kitchen for operations. I listened as they passed over water, air, and force, and on to chemistry.

"Do you have any soda, Mrs. Weber?"



O H. Armstrong Roberts

Are today's children really learning to solve problems by thinking scientifically? After a siege with a grade-school science fair, the mother of two eager young exhibitors began to wonder.... Just for the fun of it, Mrs. Weber has included in her article three examples each of scientific and unscientific thinking. Can you spot them?

Soon I had prepared two jars, one containing cornstarch and the other a solution of baking soda and water, and had added a drop of tincture of iodine to each. One turned blue, one purple.

The boys were entranced.

"Now let's mix 'em together."

"Let's taste 'em."

"Iodine," I said icily, "is a poison."
Moreover, I artfully suggested, it was
too nice a day to play inside, so the
young experimenters deserted their
makeshift laboratory and rushed outdoors.

A few days later I was feeling very cheerful. The sun was shining. No one was teasing the girls. The boys were not fighting. No one had taken anything away from Jay.

Suddenly the calm was shattered. Bruce burst into the house shouting, "Hot water! I need boiling water!"

Pots banged; water roared from the faucet. After a bare minute, with no more than the chill removed from the pot of water, Bruce started out of the door. Then our first-grader, Barbara, appeared.

"What's that for?"

"Ants. Red ants. We have to kill them. Michael says they'll eat us. They're eating a worm now."

"Ants!" Barby wailed, instantly gal-

All in the Name of Science

AMY H. WEBER

vanized into action. "Don't kill them!

And so it was that we acquired three jars of dirt with cloth stretched over the tops and held by an elastic band, so the ants could breathe but not get out. Barby took hers to first grade the next day. Jay had to keep his outside because the top wouldn't stay on. Bruce, however, sat and observed his all one rainy Sunday afternoon, giving us minute-by-minute bulletins on the progress of the tunnels. Daddy finally became interested and helped dig up some larvae: Now, we thought, we really had science—bottled.

But ants were not good enough for the third-grade exhibit in the Science Fair. Bruce had to have something bigger and better than a first-grader had.

I finally found a magazine article on levers, which I read to him. His mind was captivated. He found three triangular blocks to use for fulcrums and three long, flat blocks for levers. Then he tried balancing various objects of different weights, such as paper clips, glass jars, an empty bullet shell Michael had given him, erasers, and pencils. Daddy even helped find wood and nails to make a platform on a lever, for lifting people and heavy objects. It was very impressive when small Bruce, with his block and lever, could lift his sixfoot father off the floor. He tried lifting the desk in his room, his bed, his dresser, and was heading for my room when I decided that this experiment too had gone far enough.

But to Bruce's great sorrow he could not bring the big lever to school for the Science Fair. The rules said that all entries must fit on a thirty-by-eighteeninch desk top.

The day before the fair, Barby came panting home with a dog-eared five-by-eight card. She announced plaintively that, having dutifully brought in her jar of ants, she now had to have a sign for them. I sat down and printed while she dictated, then copied in her inimitable handwriting this message:

ANTS

Ants Eat Bread and Grass and Sugar. Ants Make Eggs and Tunnels. Barbara W. Grade 1, SCIENCE

"This is science?" asked Daddy, who is a plant pathologist and geneticist.

"Well, she's only in first grade," I protested weakly.

Bruce also had signs to make. At the last minute he decided to use, as bal-

ances, small plastic bouillon-cube boxes filled with different amounts of sand. The signs he printed himself, but I soaked the labels off the bouillon-cube boxes to get them done in time. Then he departed for the afternoon session—levers, fulcrums, sand, and signs under his arm.

Setting out for the fair myself, an hour later, I confess I felt no more enlightened than before about science in the schoolroom. The fair, I hoped, might make it all clear.

I began optimistically in the firstgrade room. There I found at least seven jars of dirt variously labeled Ants. (Not until I got home did I realize that I hadn't bothered to see if the jars all did have ants in them.)

In the second- and third-grade rooms there were at least five candles that went out when covered with glass jars, proving that a flame needs oxygen to burn. There were half a dozen sets of batteries that rang exposed doorbells; several electromagnets; a water wheel; a model of a bird's nest; and thermometers made of straws. I stopped before an exhibit consisting of two boxesone with wheels and one without, answering the question of which could be moved more easily. Here at last was something more than stunts or technology. It was a step toward the scientific method, for it made use of a "control" to show the difference between movement with and without wheels.

Somewhat encouraged, I went on.

Next I found the inevitable—two jars, one of cornstarch and iodine, one of baking soda and iodine. Both were purple by the time I arrived.

The prize, to my mind, however, should have gone to the desk that I found covered with puddles of water and a half-empty glass jar. In one corner was a damp piece of arithmetic paper on which was printed in pencil:

IF THIS EXCIPERIMENT DOES NOT WORK THIS IS WHAT YOU SHOULD HAVE DONE.

Of Bruce's two friends, Thomas got in under the wire by arriving with two pieces of paper the afternoon of the fair. These he stuck in his mouth one at a time and, by blowing, showed that the long, narrow piece could be held in the air, while the long, wide piece flopped down. Here was another boy who, however innocently, was using a control. Thomas may grow up to be an aeronautical engineer.

Michael, who had been desperately nailing a thin stick to a block of wood on our kitchen table ten minutes before the afternoon session began, had apparently given up. Everyone else got a blue ribbon, even Thomas with his two pieces of paper. Those who brought nothing won nothing.

The boys who rang doorbells with batteries will either use them next Halloween or become first-class electricians. The five children who put out candles with glass jars (three were girls) are probably well warned of the dangers of lack of oxygen and may be chosen to establish the first earth colony on the moon. Michael will probably grow up to be a disc jockey, like his father.

Admittedly none of these children showed qualities related to harnessing atomic energy or finding a cure for cancer. Maybe they won't even need to know any more science, when you come to think of it. The present generation of science-worshiping grownups already has cobalt bombs and intercontinental ballistic missiles that could exterminate the human race in a matter of hours. Would that our progress in the science of human behavior could be equally spectacular!

Perhaps I should have voted with Thomas, who took a poll in my kitchen after all the jars, levers, cubes of sand, and blue ribbons had been brought home that afternoon.

"Who motions no more science fairs?" he asked.

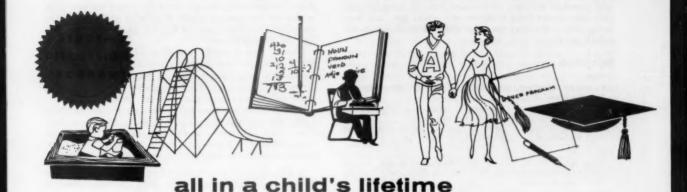
He lost. Everybody but Thomas voted for the fairs.

No one asked me.

Here are the clues to the scientific and unscientific methods of thought that pop up in Mrs. Weber's article:

Three examples of scientific thinking: (1) Bruce's careful observation of the ants building tunnels (verification by observation); (2) Bruce trying his big lever on everything he could find (trial-and-error method); and (3) the two boxes, with and without wheels (controlled experiment).

Three examples of the unscientific method: (1) Bruce's acceptance of the idea that ants eat people because they eat worms (unscientific logic); (2) the author's conclusions about what the children will be when they grow up (unwarranted supposition); and (3) the author's forgetting to look at the jars labeled "Ants" to see if they really contained ants (lack of verification).



I. PRESCHOOL COURSE

Directed by Ruth Strang

"Social Security for Preschoolers" (page 10)

Points for Study and Discussion

1. How does a baby acquire a sense of trust and security before he can understand what you say or tell you in words what he wants? How is a sense of security achieved through physical contact—the way the mother holds the baby, her skill in bathing and dressing him, the quality of her voice, whether loud and harsh or low and gentle?

2. How skillful are you in reading the language of behavior? When a baby spits out a new food or lets it dribble down over his chin and bib, what is he trying to say? What is your answer—to try again another time when he is very likely to say "yes"?

3. If you were to write a handbook for baby-sitters, what would you emphasize most? In addition to obtaining a qualified baby-sitter, what can parents do to help the child accept the sitter as a temporary substitute for the mother?

4. In the following list of things mothers may do, which ones are likely to build or reinforce a child's sense of security, other things being equal? Which ones probably won't?

 The mother holds the infant comfortably and serenely in her arms.

· She speaks in a loud, shrill voice.

 She provides a substitute several days or weeks before she has to leave home for the hospital.

 She tries to sneak out of the house without the child's seeing her.

 She accepts certain periods of distrust on the part of the child as temporary and normal.

 Once the child has asserted his independence, she no longer comforts or babies him.

 She tries to keep him dependent on her because "Mother doesn't want to lose her baby."

 She explains when and why Daddy and Mommy have to go away for a while.

 She promptly settles disputes that arise when the child is playing with friends.

 She lets him settle his own disputes as far as he is able, stepping in only when quarreling may become harmful to either child.

 She sets firm, definite limits to the child's behavior and consistently maintains those limits.

5. Show how learning new skills, such as playing ball, using a scissors to cut out pictures, tying one's own shoes,

setting the table, and the like, may make a preschool child feel big and confident. What ought a three-year-old to be able to do for himself? A four-year-old? A five-year-old?

6. Why is it unwise to push a child to play with other children? How early do relationships between children start to emerge?

7. Suppose your four-year-old refused to attend a birthday party for one of his friends. If you felt that deep down he really wanted to go but was afraid, what would you do to help him overcome his fear and go to the party?

8. How is discipline, or lack of it, related to a child's ability to learn the demands of social living? To his understanding of what the limits of certain kinds of behavior are?

Program Suggestions

Plan an informal group discussion, led by a child psychologist or child guidance specialist, of how to handle these anxiety-creating situations with preschool children of different ages:

1. Mother suddenly has to go to the hospital or take a trip.

2. Mother works outside the home for a large part of

3. The baby experiences his first severe storm, flood, hurricane, fire, or explosion.

 The parents have had financial losses and don't know where the next dollar is coming from.

5. A new baby demands much of his mother's attention.

6. There are frequent misunderstandings between parents.
7. The child has to go to the hospital.

8. The child begins to go outdoors to play with other children.

g. He goes to nursery school for the first time. The discussion leader may also serve as consultant and interpret some of the procedures suggested by the group.

Divide members into subgroups of five, six, or seven persons on the basis of their interest in one of the foregoing questions ("Points for Study and Discussion"). The subgroups spend twenty minutes to half an hour pooling their ideas on the question chosen. Afterward the entire group reassembles, and the chairman of each subgroup reports the best answers to its particular question. The reports can be made interesting by being presented in the form of a skit, an interview, a song, a quiz type of program, or quickly drawn sketches, using available talent in each subgroup.

Show one or two films on the normal behavior of infants and preschool children to see what kind of behavior parents may expect from children of a given age, and how being able to do what the other children do increases the child's security.

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Films:

Children Learning by Experience (40 minutes), Contemporary Films.

The Frustrating Fours and the Fascinating Fives (22 minutes), McGraw-Hill Text Films.

The Terrible Twos and the Trusting Threes (20 minutes), McGraw-Hill Text Films.

II. SCHOOL-AGE COURSE

Directed by Bess Goodykoontz

"When Children Stall or Go into Reverse" (page 24)

Points for Study and Discussion

1. Nothing is more dismaying to a parent or a teacher than a child who suddenly "goofs off" in his schoolwork or withdraws into himself, more or less incommunicado. Dr. Grams gives several reasons for slowdowns in a child's mental or creative processes. Review these, and add any others that may occur to you.

Although Dr. Grams does not mention the physiological causes of slowdowns, standstills, and slip-backs, we are all well aware that illness or physical weakness deprives a child of energy. Have you known instances in which a child has an unrecognized illness (such as mononucleosis or some other low-grade infection) that affected his schoolwork?

- 2. Our author reminds us that we ordinarily don't think too much about differences in the tempo of our children's growth. "Only when they affect us in some special way are we likely to pay attention to them." What examples does Dr. Grams cite? Suggest other examples of parents' noticing sudden changes in a child's behavior.
- g. What reasonable explanation could you offer for the stalling or reversing behavior of each of these youngsters? * For a week eleven-year-old Dwight, usually talkative, has gone around the house hardly saying a word to his parents or his younger brother, who has just won a blue ribbon in a community child art show. They can hear him talking to himself in his room or talking to his dog, Pete, in the back yard, but he refuses to say much of anything to the family.
- After enthusiastically helping his father build a platform for his model railroad, eight-year-old Richard has completely lost interest in the railroad. He is now avidly collecting baseball cards and learning batting averages.

Evelyn, aged twelve, is a bright junior high school student, but during the present marking period her grades in arithmetic and general science have been going down. On the other hand her grades in English, previously just average, are getting higher.

Johnny, who is eight, entered third grade last month. His first report card showed a decided slump in all his schoolwork. Miss Holmes, his new teacher, was perplexed. Johnny was one of the brightest pupils in school, praised constantly by his second-grade teacher, whom he adored.

* For her ninth birthday Sally didn't want a party. "Baby stuff," she told her mother. "These days," Mother replied, "you don't like much of anything, do you? What's the trouble?" "Oh, I don't know, Mom," said Sally. "I'm just sort of tired all the time."

- 4. Do you recall any childhood experiences, either from literature or from your own or your children's lives, in which the world of fantasy was so vivid and intriguing that the real world seemed unimportant? Were these periods of dreaminess really times of unconscious problem solving? Times of mental or spiritual growth? What does the author say about them?
- 5. Review the cases of Jack and Joan, both of whom fell behind in their schoolwork for quite different reasons. Interpret Dr. Grams' statement about these two youngsters: "Actually both Joan and Jack were developing normally in their own unique ways."
- 6. Drawing on what you have learned about children's emotional development in your study-discussion group, can you suggest four or five clues to whether or not a young-ster's standstill or slip-back is due to some deep emotional disturbance?
- 7. If you were a teacher, how would you determine whether a child was backsliding in his work because of boredom, because he couldn't keep up with the class, or because he was temporarily absorbed in other interests?

Program Suggestions

- * A school psychologist or guidance specialist would be able to recount to your group many interesting case histories of children whose schoolwork has seemingly come to a standstill. Ask him to select cases in which the causes underlying the children's behavior differed widely. Ask him, too, to tell how each child was helped (or possibly not helped) to resume his former progress.
- * Divide the group into several subgroups and ask each to present a brief skit illustrating one of the points made in the article or one of the situations suggested under 3, "Points for Study and Discussion." After the skits have been performed, discuss them in relation to the article.
- Have one or more members of the group (1) visit a nearby testing service or interview a psychologist who gives standardized tests to children; (2) inquire how such tests are used to ferret out the reasons for sudden changes in youngsters' behavior (especially when these affect his schoolwork); and (3) give a report to the group—if possible passing out samples of commonly used tests.

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III. COURSE ON ADOLESCENCE

Directed by Evelyn Millis Duvall

"How Adolescent Are Parents?" (page 4)

Points for Study and Discussion

1. Does the title of this article bother you? Is it hard for you to think of yourself as anything but a mature adult? Does it disturb you to have your adolescent tell you that times have changed since you were young? Do you believe that relations between parents and adolescents are affected by the way in which the parents were brought up? By the world in which the parents lived as adolescents? If the answer to any of these questions is in the affirmative, this should be an interesting topic for you to think through—individually as well as in a group.

2. If you came of age during the depression, you may share some of the author's attitudes toward money, security, and the future. These attitudes reflect the serious, cautious way of life of the 1930's and have left an indelible mark on your personality. Do you find yourself reacting strongly to privileges your adolescents now have that you never knew as a teen-ager? Do you ever feel that your children do not appreciate all the advantages you have made possible for them? Do you sometimes resent their taking for granted luxuries you never dreamed of having at their age? If so, you may be reacting out of your time in history—as is your adolescent.

3. If you came of age during the war years, your attitudes and your behavior were quite probably shaped by the insecurity, hustle and bustle, easy money, hurried-up marriages, and long periods of separation between members of a family that wartime brings. Did your wartime experiences influence the way in which you are bringing up your children? In matters of control and authority are you surer of yourself or less sure than your parents were with you? Do you tend to be more strict or less? More permissive or less? More confused or less?

4. If we parents have grown up in ways that can make us irresponsible, politically apathetic, socially indifferent, and morally passive, as the author suggests, what can we do about it? If "responsibility is the hallmark of the mature adult" how can we develop it—as persons, as citizens, as parents? What progress have you made toward becoming a mature adult in recent years? In what areas are you struggling to become a more responsible person? List some of the conditions that you have found conducive to your own continued development as an individual. Is your parent education program helpful in fostering the personality

growth of its members? In what ways could it be made even more so?

Program Suggestions

* Search your roster of parents of adolescents to find those who came of age during World War II, during the depression, during the 1920's, and during World War I, if possible. Ask one parent from each category to participate in a symposium, reporting on the difference between what was expected of him during his youth and what is expected of young people today. (The meeting can be announced under some such title as "Changing Parents in Changing Times.") Then have the entire group take part in a free-for-all discussion of ways in which the climate of opinion about adolescence reflects the social situation of the period. Use Allen's *The Big Change* as a basic reference (see "References").

Ask the family living class in school to select a panel to discuss Osborne's *The Teen-Ager's Pochet Guide to Understanding Your Parents* (see "References") before preparing the way for an intergenerational discussion of the relations between parents and adolescents. Suggest that your group members come prepared for the session by reading the reference that the young people will be discussing. Arrange for both parents and students to speak their minds comfortably by choosing a discussion leader who has the confidence of adults and young people alike.

• Have several members review books on emotional maturity geared to the interests of your group. If your parent education program is just getting under way you might be wise to choose Abrahamsen's The Road to Emotional Maturity. If yours is a study-discussion group of some years' experience, you might profit by reviewing Allport's Becoming as a basis for some fairly deep self-exploration and appraisal. (See "References" for both books.)

• Invite a staff member from your local guidance clinic, mental health service, or family service bureau to talk with your group about what it means to continue maturing as an adult. In preparation for your session with this professional person, invite the members of your group to submit questions that they would like to have discussed. Send these to him or her in advance of the meeting.

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Act Your Age (15 minutes), Coronet Instructional Films.



Highly interesting

PREVIEW EDITOR, ENTERTAINMENT FILMS

ELJA BUCKLIN

FAMILY

Suitable for young children if accompanied by adults.

The Goldon Fish—Columbia. Direction, Edmond Sechan. This original and charming film, photographed by the artist, Edmond Sechan, who did The Silent World and The Red Balloon, won the International Critics' Prize at the 1959 Cannes Film Festival. Although it is only twenty minutes long, the picture took almost as much preparation and shooting time as a feature-length film. It tells the story of a little boy, his goldfish, his bird, and a prowling cat—a small drama that builds just the proper supense, then drops to a novel and happy ending. A delicate precision of movement, an economy and clarity of action, and a sensitive musical score lend a special quality to this production.

Family

Excellent Excellent Excellent



A scene from the beautifully photographed film The Golden Fish.

ADULTS AND YOUNG PEOPLE

Andomy of Love—Kassler Films. Direction, Alessandro Blasetti. All but one of the several stories that make up this feature have freshness and that quality known as "quality." "On Location," in which a penniless count and an impoverished marchioness meet on a screen lot as extras and resume a delicate romance of their youth, is beautifully done. Vittorio de Sica (this time fortunate in his material; he frequently is not) plays to perfection the star of "The Amorous Bus Driver," which, though adult in theme, is pervaded with infectious, lighthearted gaiety. "Toto." however, goes through some tasteless antics in a tedious last episode, which unfortunately bars the picture

for young people. Leading players: Vittorio de Sica, Lea Padovani, Michael Simon.

Adults 15-18 12-15
Entertaining No No

Aren't We Wenderful?-Filmaufbau Production, Direction, Kurt Kaufman. There is an oddly touching bravado in this German film about Nazism, in which the people, partly with the aid of protective mockery, attempt to face themselves. Defiant little songs sung by music-hall comics, supposedly from an orchestra pit, break into the serious play, but they tell us something about the feeling of the German people. The story itself centers around two classmates, one an unscrupulous opportunist who turns Nazi, the other a doggedly honest and bewildered journalist. It is only after the war that the newsman is able to indict the Nazis as he bitterly condemns his former classmate, now a hypocritical non-Nazi industrialist. By an ironic fluke the hypocrite is killed, but at his impressive state funeral hundreds of his friends seem to rise in their might. The price of freedom, the picture warns, is eternal vigilance. Directed with feeling, excellently acted. Leading players: Hannsjorg Felmy, Robert Graf. Johana von Koczian. Adults 15-18 12-15

Bottle of the Corol Sea—Columbia. Direction, Paul Wendkos. An American submarine commander, gathering information about the Japanese fleet in World War II, is cornered and forced to surrender but manages to destroy his ship before giving up. In an island prison he easily evades the questions put to him by a gently persuasive, too civilized Japanese officer and manages a breathless escape. Leading players: Cliff Robertson, Gia Scala.

Mature

 Adults
 15-18
 12-15

 Routine
 Same
 Same

The Best of Everything—20th Century—Fox. Direction, Jean Negulesco. A glib tale about white-collar girls eager for love. The tempo is fast; boy barely has time to meet girl before an affair is heavily in progress. One of the main characters becomes pregnant in no time. Another has a fatal accident, owing to the fact that her lover has turned her out. The third (a Radcliffe girl), played capably by attractive Hope Lange, manages to maintain her balance. In one instance she is saved by the grace of a chivalrous companion. A grim fate stares her in the face, however, as she is quickly promoted to the position of female "exec." Leading players: Hope Lange, Stephen Boyd, Suzy Parker.

Adults

15–18**

Adults 15-18 12-15
Shallow, empty comedy Poor No

Coreer—Paramount. Direction, Joseph Anthony, An aura of cynicism pervades this story of a young actor determined to become a star. In jerky flashback we follow him through fourteen years of dreary struggle, two unhappy marriages, the Korean War, and an unwitting involvement in the Communist party. An expert cast includes Anthony Franciosa, believable as the shabby opportunist; Shirley MacLaine as the alcoholic, much married daughter of a producer; and Carolyn Jones as a sympathetic theatrical agent in love with the actor. Leading players: Anthony Franciosa, Shirley MacLaine, Carolyn Jones.

Adults 15-18 12-15
Matter of taste Poor No

Edge of Eternity—Columbia. Direction, Don Siegel. A straightforward, old-fashioned melodrama opens with a battle on the very rim of the Grand Canyon and ends with an even more hair-raising struggle on the "dancing bucket"—a lift that soars from one cliff to another high over the chasm through which the Colorado flows. In between these episodes a good-humored deputy sheriff (Cornel Wilde) struggles to clear up several mysterious murders in a nearby ghost town. He also tries to keep inorder the high-spirited, pretty daughter of a wealthy mining tyoon. Pleasantly unpretentious, largely because of the disarming quality of Cornel Wilde's portrayal. Some good shots of the Grand Canyon. Leading players: Cornel Wilde, Victoria Shaw.

Adults

15-18

Some

Some

The 4-D Mon—Universal-International. Direction, Irwin Shortess Yeaworth, Jr. This science-fiction film starts out with a fascinating if not too plausible idea. It's about a four-dimensional man (an atomic scientist, of course) who learns to force his hand—in fact, his whole body—through steel, concrete, or even the lead surrounding an atomic workshop. Naturally a man with such power loses all moral inhibitions. He turns forthwith into a routine atomic monster, with staring eyes, a threatening, massive tread, and the need to murder in order to sustain life. The only thing different here is that the producers were so pleased with their ingenious idea that they could not bear to part with the monster. Leading players: Robert Lansing, Lee Merriwether. Adults

Motter of toste

Some

**No

Holiday Island—Tohan. Direction, Mario Camerini. Shots of the beautiful Italian island of Ischia represent the only real asset in a long, dull story of assorted holiday seekers. (Among them is Vittorio de Sica, just as uninteresting as the rest.) Leading players: Vittoria de Sica, Nadia Gray.

Adults 15-18 12-15 Inane No No No

It Happened is Rome—J. Arthur Rank. Direction, Giuseppe de Santio. The adventures of three student hitchhikers in Italy provide an unusual and colorful travelogue. The story itself couldn't be more scatterbrained, but the girls are all pretty, the settings gay, and the inevitable romances played in a light, humorous key. Leading players: Jane Laverick, Isabelle Corey, Inge Schoener.

Adults 15-18 12-15
Light comedy Same Mature in part

The Juywelkers—Paramount. Direction, Melvin Frank. The leader of a lawless frontier band calling themselves the Jaywalkers is busily taking over large areas of Kansas Territory when he is betrayed by one of his own men (in reality a secret agent of the government). Jeff Chandler plays a cultured but merciless outlaw whose charm causes the hero, Fess Parker, to waver momentarily. A pretty widow, however, helps him remember his duty. Leading players: Jeff Chandler, Fess Parker.

Adults 15-18 12-15 Exciting western Same Same

The Miracle—Warner Brothers. Direction, Irving Rapper. Based on Max Reinhardt's production of the stage play, this colorful spectacle dramatizes the legend of the Madonna of Miraflores, who takes a postulant nun's place when the girl runs away to find her English soldier lover. Carroll Baker is the postulant who becomes successively a gypsy, a café singer, a theater artist, and ultimately a penitent. She plays her many roles with enthusiasm and looks attractive in all of them. Walter Slezak is his familiar, jovial, raffish self as a thieving but softhearted gypsy. Roger Moore creates a handsome British officer, and Katina Paxinou enacts her moment of tragedy with authority. Leading players: Carroll Baker, Walter Slezak, Roger Moore, Katina Paxinou.

Adults 15-18 12-15 Colorful spectacle Same Same

Odds Against Tomorrow—United Artists. Direction, Robert Wise. A mood of bitterness and hatred gives bite and tension to this character study of three men whose plans to rob a bank end in disaster, but it also creates uneven drama. Robert Ryan presents a searing portrait of a self-hating failure who can only throw

off his misery in moments of violence. Shelley Winters does a perceptive bit as his frustrated mistress—and provider. Harry Belafonte tends occasionally to sentimentalize his role of café singer and compulsive gambler. Both men, plus Ed Begley, a vengeful ex-cop, hope to achieve self-respect with the money they plan to steal. The film ends in a symbolic holocaust when Negro and white man turn on each other, and both die. From their ashes no one can tell which is which. Leading players: Harry Belafonte, Robert Ryan, Ed Begley, Shelley Winters.

Adults

15-18

Uneven drama, well No acted and produced

The Possessors—Lopert. Direction, Denys de la Patellierre. Jean Gabin gives a powerful and fascinating portrayal of a great French industrialist, a man who, growing old, cannot bear to abdicate his kingdom in favor of his son. The cruel scheme he concocts to postpone the inevitable leads to tragedy. A well-made picture with fine acting and direction, authentic settings, and excellent details. Leading players: Jean Gabin, Pierre Brasseur.

 Adults
 15-18
 12-15

 Very good
 Mature
 No

A Summer Place—Warner Brothers. Direction, Delmer Daves. Sloan Wilson's dubious novel has been transferred to the screen with some loose pretensions to frank social criticism. The level of taste, however, is that of confession magazines. The director, instead of addressing himself to factors underlying the problems presented by alcoholism, adultery, family scandals, and the effects of these on teen-agers, is as preoccupied as an adolescent with the more obvious aspects of sex. He puts his characters through the most superficial of paces on their way to a jarringly happy ending. Leading players: Richard Egan, Dorothy McGuire.

 Adults
 15-18
 12-15

 Tasteless
 No
 No

Turzen the Ape Man—MGM. Direction, Joseph Newman. Much more restrained in the use of violence than other films in the recent Tarzan series, this picture goes back to the beginning. Tarzan meets Jane and rescues her and her party from sundry jungle mishaps. These include a spectacular (if familiar) savage religious ritual in which they are all to be sacrificed to a heathen god. Denny Miller makes an attractive though worried-looking Tarzan. His long, graceful swings from tree to tree are strictly for transportation, and even the monkeys look solemn. Leading players: Denny Miller, Joanne Barnes.

Adults 15-18 12-15
No Mediocre Fair of its type

Timbuktu—United Artists. Direction, Jacques Tourneur. A power-hungry Arab emir in the French Sudan plans to take over French garrisons depleted of troops. He is exposed through the help of hero Victor Mature in a conventional action film crammed with intrigue, duplicity, chases, escapes, bravery, torture, and romance. Leading players: Victor Mature, Yvonne de Carlo.

Adults 15-18 12-15,

Fair

Fast-paced action film

The Warrier and the Shave Girl—Columbia. Direction, Vittorio Cotasavy. An action picture of ancient Rome involving a young Roman tribune who is sent to Armenia to quell a gladiatorial revolt. The process involves cutting through endless and confusing intrigues, murderous plots, and bloody combats, also a romance with a slave girl. Stiffly melodramatic acting, poor dubbing. Leading players: Gianna Maria Canale, Georges

Marchal.

Adults

15–18*

12–15

Poor Poor Poor

Web of Evidence—Allied Artists. Direction, Jack Cardiff. A mystery film traces the efforts of a young seaman to learn and expose the truth about a murder for which his father had been unjustly convicted twenty years before. The outstanding features of this adaptation of A. J. Cronin's Beyond That Place are the interesting mood photography (in black and white) of the shabby Liverpool background and a supporting cast of English actors whose bit parts are superior in quality to the lead-

Fair

ing roles. The melodrama itself is weak. Leading players: Van Johnson, Vera Miles. 15-18 Mature

Adults Foir

12-15

The Wonderful Country—United Artists. Direction, Robert Parrish. Some pains are taken to provide attractive color photography and a pleasing musical score in this otherwise routine action film. The Mexican bosses of Robert Mitchum, American gunman, send him across the border to smuggle guns. Here in the United States he breaks his leg and, with time on his hands, begins to enjoy his "wonderful country." The plot becomes complicated and the action, despite scenes of violence, seems dragged out. Leading players: Robert Mitchum, Julie London. 15-18 Adults Madinera Poor

THEATER SHORTS

Belgium-Drummer Films. Bruges is one of the most charming cities in Europe; its quiet gardens and waterways and quaint homes remain a model of fifteenth-century perfection. There are also glimpess of other cities. In Brussels we see the Grand Place, where the old guild houses still look across to the town hall. We learn, too, that Belgium's favorite gala day is Whitmonday, day of the marriage festival.

Adults Interesting; could be more complete

12-15 15-18 Fair Fair

Journey into Spring-Universal-International. Ask your theater manager to book this enchanting short along with one of his better feature films. It is a lovely, lyrical description of the coming of spring to the English countryside. The area photographed, around Selbourne in Hampshire, is as beautiful and untouched as it was two hundred years ago when the local curate and famous naturalist, Gilbert White, wrote lovingly about it.

15-18 Adults 12-15 Excellent Excellent Excellent

The Snows of Aorongi-New Zealand National Film Unit. "Aorangi" is the native Maori's word for Mount Cook, the highest mountain in New Zealand. In this short film two magnificent skiers fly over dramatically angled cliffs, swoop down shadowpatterned canyons, and up once more against neighboring mountain peaks. In a form as artistic as ballet they thus give praise to the strange, almost unearthly beauty of the snows of Aorangi. The commentary, unfortunately, is too ornate.

12-15 Adults 15-18 Good Good Good

Wales-Associated British Pathé. The characteristic rocky heights and narrow valleys of Wales; Cardiff, the beautiful capital city and the great Cardiff Castle, whose construction was begun by the Romans almost two thousand years ago; Druid and Roman remains-all lend interest to this film of a seldom photographed land. A poet's festival is a novel note.

Adults 15-18 Fair Fair Fair

MOTION PICTURES PREVIOUSLY REVIEWED

Junior Matinee

Hoppity Goes to Towa—Children, especially for the small fry; young people and adults, of possible interest.

Family

Suitable for children if accompanied by adults

The Living North-Good.

The Oregon Trail—Children, some violence; young people and adults, western fans.

Some Famillo—Entertaining.

The Thirty-foot Bride of Candy Rock - Children and young people, Lou Costello fans;

Yollowstone Kelly—Children, some violence; young people and adults, western

Adults and Young People

Anotomy of a Morder—Children and young people, no; adults, thought provoking.

Antarctic Crossing—Good.

Back to the Wall—Children and young people, no; adults, cold, clever crime melo-

The Big Histormas—An elaborate but pleasing Biblical spectacle.

The Big Operator—Children, no; young people, poor; adults, crude and violent.

Bive Angel—Children, no; young people, poor; adults, weakly sentimental. But Not for Mo-Children, mature; young people and adults, entertaining.

Cosmic Man-Poor. Cosmic Monster-Children and young people, no; adults, very poor.

The Crimson Kimose—Fair.

Cry Tough—Children and young people, no; adults, poor.

The Devil's Disciple—Good.

Embezzied Heaves-Children and young people, mature; adults, interesting. Foce of Fire-Children and young people, good theme; adults, interesting.

Five Gates to Hell-Children and young people, no; adults, poorly produced war story. For the First Time—Children and young people, good; adulus, good Lanza picture.

Girl's Towa—Children and young people, no; adulus, crass and tasteless.

The Grand Behamoth—Children and young people, yes; adults, monster fans.

Hercules—Children and young people, poor; adults, mediocre.

A Hole is the Hood—Children and young people, sophisticated in part; adults, very

The Hound of the Buskervilles-Children and young people, a poor presentation of

Isside the Mefic—Children and young people, poor; adults, mediocre gangster film. It Storted with a Kiss—Children and young people, no; adults, poor. The Last Asgry Man—Matter of taste.

Look Back in Asger—Children and young people, no; adults, matter of taste.

The Magician-Children and young people, no; adults, mature.

New Inghesia - Children, mature; young people and adults, mystery fans.

The Mea Upsteirs - Children, good; young people and adults, excellent.

Middle of the Night - Children, no; young people, mature; adults, good.

The Mirocle of the Hills - Sentimental tale; mediocre production values.

North by Northwest - Children, no; young people, perhaps too sophisticated; adults, superior thriller.

On the Beach Children, too tense; young people, mature; adults, magnificent, hing melodrama

Pier 5, Havans - Children, no; young people, poor; adults, mediocre. Pillow Tolk—Children and young people, no; adults, heavy-handed farce.

Porgy and Boss—Children, mature; young people and adults, good.

A Private Affair—Lively army farce.

Sopphire—Children, no; young people, mature; adults, good.

Say One for Me—No Going My Way, but lightly entertaining.

mode Entertaining.

The Son of Robin Hood Children and young people, familiar derring-do; adults,

matter of taste.

Subway is the Sky—Children and young people, no; adults, matter of taste.

Tamango—Children, no; young people, mature; adults, mediocre.

Thest Kind of Wamas—Children and young people, no; adults, matter of taste.

Three Mea is a Boot—Children, matter of taste; young people and adults, light

slapstick farce

The Tailor's Maid-Children, very mature; young people, mature; adults, mild little

The Tingler—Children, no; young people and adults, poor.
Yesterday's Esemy—Children, no; young people and adults, grim war drama.

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